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ABSTRACT

The Graduate School of Public Health, University of Pittsburgh, directed its efforts towards providing continuing education courses to enable long term care administrators to qualify for relicensure in accordance with Pennsylvania's requirements. Because of the diversity of administrators' educational background, more data were needed to establish a systematic basis for program planning. In September, 1973 a questionnaire was mailed to 962 nursing home administrators and supervisory level personnel. Two groups were surveyed: 482 students, who had attended non-credit programs or courses of the Long Term Care Unit and 480 administrators who had not attended any programs. Of the 962 questionnaires mailed, 473 (49%) were returned. The major portion of the document (54 pages) presents without discussion the survey responses, showing the characteristics of administrators and non-administrators (environmental, personal, and professional), their preferences for further education (bachelor's degree, master's degree, credit courses only, and non-credit courses), and program format preferences. A description of the potential student body for a degree program and implications for planning are derived from the responses. Appended materials include: sample cover letter, the survey form, tabulated responses, a list of administrator degree majors, and a map of Pennsylvania's baccalaureate and masters external degree programs. (Author/BP)

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AN EDUCATIONAL NEEDS ASSESSMENT
of
LONG TERM CARE ADMINISTRATIVE PERSONNEL
in the
COMMONWEALTH OF PENNSYLVANIA

by

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AN EDUCATIONAL NEEDS ASSESSMENT OF
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I. INTRODUCTION

The Social Security Amendments of 1967 (P.L. 90-248) mandated the licensing of nursing home administrators in those states electing to receive Title XIX (Medicaid) funds. A provision of P. L. 90-248 relative to licensure by the states was that it was to be carried out by a single state agency which would develop, enforce and impose standards for licensure. In addition, the state agency would also develop some method, including investigations and examinations, for determining whether the applicant met the standards.

In 1970 the Commonwealth of Pennsylvania in compliance with the federal statute, enacted Act 122, Nursing Home Administrators License Act. This Act created a Licensure Board with powers to develop and enforce standards for initial licensure. Act 122 also included provisions for educational requirements for biennial renewal of licenses and escalating educational requirements for admission to licensure.

The Graduate School of Public Health, University of Pittsburgh, recognizing both the growing importance of long term care institutions to society and that education for this setting had been fragmented among a variety of non-educational agencies, began in mid-1960 to plan a comprehensive, coordinated on-going continuing education program for the nursing home field through provision of a series of non-credit educational and training activities utilizing traditional educational methodologies and scheduling formats. The primary objectives were to examine patient care practices and how these could be improved. Implemented in

1969, this program was succeeded in 1971 by programs designed to help nursing home administrators prepare for licensure and relicensure. Offered by the Long Term Care Unit, the curriculum developed a dual trust in administration and patient care. Since 1971 the Long Term Care Unit has been the primary curriculum developers within the School for the nursing home field.

After June 1972, when the initial licensure of practicing administrators was accomplished, the School's next efforts were directed toward providing continuing education courses to enable licensed administrators to qualify for relicensure in accordance with the provisions of the Commonwealth's requirements. It became apparent as the faculty became more knowledgeable about the field, that because of the diversity of administrators' educational backgrounds, more data were needed to establish a systematic basis for program planning.

A survey methodology was chosen to give students an opportunity to express their choices of the manner in which they wished to participate in educational activities. In September 1973 a questionnaire was mailed to 962 administrators and supervisory level personnel in nursing homes in Pennsylvania (See Appendix A).

Data were obtained on the educational backgrounds of licensed administrators, the settings in which they were employed and their future educational plans. These data were needed to facilitate long range planning of educational programs that would be based on the expressed interests of licensed administrators, escalating educational requirements for new administrators and changes in the size and ownership of facilities as they affected level of formal preparation.

The survey population was composed of two groups: a student group and a non-student group. The student category included all those who had previously attended non-credit programs or courses of the Long Term Care Unit and who had identified themselves as executive directors; administrators or associate, assistant and co-administrators; supervisory personnel from nursing service, housekeeping and maintenance, social service, business affairs, and religious departments; board members and others. This group numbered 482 and questionnaires were individually addressed to each one.

The non-student group included all nursing homes whose administrators had never attended any of the Unit's non-credit programs. Four hundred and eighty questionnaires addressed to "Administrator" were mailed to this group. Both groups received a letter with the survey explaining that the purpose of the survey was the provision of programs reflecting their needs as shown by their responses to the questions.

Of the 962 questionnaires mailed, 473 (49%) were returned. This is relatively high in comparison to the 24% response rate of a similar survey conducted in California by the California State University and Colleges. We feel the relatively high rate of returns was due to two factors: the genuine concern of students with respect to the variety and availability of programs that would take into account the circumstances of non-traditional students and, secondly, the confidence respondents had in the Unit that as part of an educational institution we offered the best hope for marshalling the resources to provide a range of options.

II. SUMMARY OF MAJOR FINDINGS

A. Characteristics of Administrators

1. Respondents to the questionnaire (n=473) differed on the following characteristics from a traditional on-campus student population: position, employment status, age, prior educational background and location.

2. Respondents clustered around the two major cities in Pennsylvania: Pittsburgh in the west and Philadelphia in the east, corresponding to the concentration of facilities.

3. Approximately 41% of the respondents had earned degrees from the associate through the M. D. level.

4. The ratio between male and female administrators (n=413) in degrees held is about 2.75 times greater for males.

5. Slightly over twice as many administrators in the over 40 age category hold degrees in comparison to those in the 40 and under age group.

6. By type of degree the ratio is 2.5 times greater for baccalaureate's in the over 40 administrator group in comparison to those 40 and under.

7. The ratio for master's is two times greater for the over 40 age group in comparison to those 40 and under.

8. Few of the degrees prepared the holder for an administrative position in the health field.

9. Examples of degrees most commonly held by respondents were:

Associate	Business, Nursing
Baccalaureate	Business Administration, Nursing Education, Science, Nursing
Master's	Divinity

10. Proprietary and not-for-profit facilities had practically equal numbers of administrators with undergraduate degrees (i.e. associate and bachelor's).

11. Not-for-profit-facilities had slightly over twice as many administrators with master's degrees as proprietary facilities.

12. Proprietary facilities had the most administrators with the following educational credentials: high school/GED diplomas, post-secondary diplomas, some college credits and M. D.

13. Modal responses to educational levels by administrators classified by type of facility showed:

Facility Type	Highest Level	Second Level	Third Level
Proprietary	Undergraduate	High School/GED	Post-Secondary Diploma
Not-For-Profit	Undergraduate	High School/GED and Post-Secondary Diploma	College Credits and Master's
Government	Undergraduate	High School/GED	Master's

14. Characteristics of administrator respondents by modal responses were:

Characteristics	Modal Responses
Position	Administrator
Facility Type	Proprietary
Employment Status	Employee
Facility Kind	Skilled Nursing
Facility Size	Under 101 Beds
Anticipated Change in Size	None
Age	Over 40
Sex	Male
License	NHA
Years in Position	1 - 5 Years
Years in Health Field	6 - 10 Years
Education	Undergraduate Degree

15. Modal responses of non-administrators (n=58) differed from administrators on the following characteristics:

Characteristics	Modal Responses
Position	Director of Nursing Service
Facility Type	Not-For-Profit
Sex	Female
License	Interested in applying for NHA
Years in Position	1 - 5 and 5 - 10 Years
Years in Health Field	16 - 20 Years
Education	Post-Secondary Diploma

16. Percentage comparison of levels of prior education of all respondents showed predominance of each group by level as follows:

Educational Category of Administrators	Educational Category of Non-Administrators
High School /GED	Post-Secondary Diploma
College Credits	Undergraduate (including associate, bachelor's and bacheior's plus credits)
Master's (excluding master's plus credits, and two plus Master's)	
M.D.	

17. The number of respondents currently enrolled in degree programs showed:

Degree	Administrators	Non-Administrators
Bachelor's	11	3
Master's	6	0

18. The number of respondents currently enrolled in credit courses was:

Administrators	16
Non-Administrators	1

19. Male and female administrators responding to the questionnaire were almost equal in numbers in the over 40 age category. Male respondents outnumbered females by almost two to one in the 40 and under age group. We hypothesize from this that less females are currently entering the nursing home field as administrators.

20. Male respondents predominated in the following educational categories: college credits, post-secondary degrees, master's degree and M.D.'s.

21. Female respondents predominated in the high school diploma/GED certificate and post-secondary diploma categories.

22. In the 40 and under age category, degree administrators outnumbered the non-degree administrators. If this statistic is generalizable to the whole population, we could postulate that it has become more difficult for the less well-qualified applicant to enter the field.

23. The following comparison of the highest and second highest levels of education of administrators by age groups showed that those in the youngest age category (21-30) of the second largest group had a higher level of education than any of the age categories for both groups; and that the administrators in the 21-30 age category had higher levels of education than any of the other age groups. This may be an indication that a higher level of education for new entrants will be in effect beyond that required by Pennsylvania legislation which is two years of college level work by 1977.

	Highest Level of Largest Group	Highest Level of 2nd Largest Group
21 - 30	Undergraduate Degree	Master's
31 - 40	Undergraduate Degree	College Credits
41 - 50	Undergraduate Degree	Post-Secondary Diploma
over 50	High School/GED	Undergraduate Degree Post-Secondary Diploma

B. Educational Preferences

24. Both numerically and percentage-wise more females selected the baccalaureate option than males. Percentage-wise but not numerically more females selected credit courses than males. Males predominated both numerically and percentage-wise in the master's and non-credit options.

25. Educational preferences of administrators by present educational status by number of choices from most to least showed:

Present Status	Preference
High School/GED	Non-Credit, Credit, Bachelor's
Post-Secondary Diploma	Non-Credit, Credit, Bachelor's
College Credits	Non-Credit, Bachelor's, Credit
Post-Secondary Degree	Master's, Non-Credit, Credit, Bachelor's
Master's	Non-Credit, Credit, Master's, Bachelor's
M.D.	Non-Credit

26. Educational preferences by regions of the Commonwealth in rank order from most to least frequently chosen were:

West	Central	East
Non-Credit	Non-Credit	Non-Credit
Credit	Credit	Credit
Master's	Bachelor's	Bachelor's
Bachelor's	Master's	Master's

27. Comparison of educational aspirations of non-enrolled administrators (n=200) by facility type showed:

Option	Proprietary	Not-For-Profit	Government
Bachelor's	31	16	4
Master's	23	18	4
Credit Courses	58	34	12
	112	68	20

28. Educational preferences of non-enrolled non-administrators (n=31) from the most to the least frequently chosen were as follows:

Non-Credit Courses	22
Bachelor's	12
Master's	12
Credit Courses	7

Non-credit courses are included in non-administrators' choices because in their own professional fields they do not have mandatory requirements. As licensed administrators they do, but this is secondary to their primary occupation.

29. More female (39) than male (23) non-enrolled administrators were interested in a baccalaureate while more non-enrolled male administrators (37) were interested in a master's than females (8).

30. Of those administrators selecting the credit course option (n=122), 77% were in the over 40 age category.

31. Among the options, total respondents selecting the credit course option (n=131) accounted for 28% of the respondents.

32. Of those administrators selecting the non-credit course option (n=178), 86% were in the over 40 age category.

33. Total respondents selecting the non-credit course option (n=20) accounted for 43% of the responses.

34. Profile of respondents choosing the baccalaureate option using modal responses showed:

Characteristic	Modal Response
Position	Administrator
Facility Type	Proprietary
Facility Kind	Skilled Nursing
Facility Size	Under 101 Beds
Change in Size	None
Age	40 and Under
Sex	Female
License	NHA
Education	Post-Secondary Diploma
Location	Eastern Counties

35. Profile of respondents choosing the master's option using modal responses showed:

Characteristic	Modal Response
Position	Administrator
Facility Type	Proprietary
Facility Kind	Skilled Nursing
Facility Size	Under 101 Beds
Change in Size	Yes
Age	40 and Under
Sex	Male
License	NHA
Education	Baccalaureate
Location	Western Counties

36. Profile of respondents choosing the credit course option using modal responses showed:

Characteristic	Modal Response
Position	Administration
Facility Type	Proprietary
Facility Kind	Skilled Nursing
Facility Size	Under 101 Beds
Change in Size	None
Age	Over 40
Sex	Male
License	NHA
Education	High School/GED Diploma
Location	Eastern Counties

37. Profile of respondents choosing the non-credit course option using modal responses showed:

Characteristics	Modal Responses
Position	Administrator
Facility Type	Not-For-Profit
Facility Kind	Skilled Nursing
Facility Size	Under 101 Beds
Change in Size	None
Age	Over 40
Sex	Male
License	NHA
Education	Post-Secondary Degree
Location	Eastern and Western Counties

C. Program Format Preferences

38. There is no apparent rational for selection of formats for programs or courses. Respondents were accustomed to thinking in most instances in terms of traditional educational models.

39. An exception was the first choice of guided independent study courses with short seminars. Formal classes scheduled in various time frames were rated most often as second to fourth choices.

40. A customary mode, i.e., lecture series, were most frequently rated as preferable. Forums were most frequently rated as acceptable and panel presentation were most frequently rated as unacceptable.

41. Although 45 respondents indicated that the program design they preferred for a bachelor's degree was one that was flexible with respect to location and time, only four ranked guided home independent study with short intensive seminars first. Eighteen, however, ranked the traditional method of study, i.e., formal classes scheduled Monday through Friday during day or evening hours of the fall and winter terms as first choice.

42. The largest number of respondents favored holding educational programs in an off-campus location near their facility.

43. The largest number of respondents were willing to travel 45 minutes to one hour for a program (based on one-way travel).

44. No one indicated preference for the traditional method of study as a full-time on-campus student at a four year college or university.

45. Respondents' preference for traditional class formats indicates much information has to be disseminated to potential students

about the structure and flexibility of the components of an external degree.

D. External Degree Preferences

46. Responses to the possibility of enrolling in a external degree program showed the majority of those interested in a baccalaureate, a master's and credit courses would or probably would enroll.[1]

47. The predominant reason given for not or probably not enrolling in an external degree program was lack of knowledge about what it was or preference for an established degree.

III. SELECTED ANALYSES OF DATA

A. Administrators

For purposes of the following analyses a respondent was defined as an administrator if he indicated his present position as executive director, administrator, associate administrator, co-administrator or assistant administrator. Of the 413 individuals included in this category (87.3% of the 473 respondents), 17 (4.1%) defined themselves as executive directors, 330 (79.9%) as administrators, 15 (3.6%) as associate administrators, 11 (2.7%) as co-administrators, and 40 (9.7%) as assistant administrators (See Table 1).[2]

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[1] This information was collected from responses to Questions 17 and 33. Question 17 was answered by students interested in credit courses. Question 33 was answered by students interested in a bachelor's or master's degree and not currently enrolled in a program.

[2] All Tables are included in Appendix B.

1. Environmental Characteristics (See Table 2.)

Facility Type: One hundred ninety-nine or 48.2%, the largest proportion of the 413 administrators, identified their facility as proprietary. One hundred sixty-six (40.2%), the second largest group, worked in not-for-profit facilities. Lastly, 47 (11.4%) were in government facilities.[3]

Ownership: Although a question about ownership status was not included on the questionnaire, search of our files for those students returning completed questionnaires who could be identified by name revealed that 32 (7.7%) were owner-administrators of proprietary facilities.

Facility Kind: Answers to a question about the kind of facility in which administrators worked must be interpreted with caution. Had the question asked for levels of care, i.e., skilled, intermediate and residential, the answers would have reflected the actual range of care provided. At the time the survey was made, most administrators habitually classified their facility by the highest level of care they offered even though they also offered other types of care.

Three hundred fifty-five (86.0%) classified skilled nursing (SNC) as their highest level of care; 30 (7.3%) classified their care as intermediate (IC); while 16 (3.9%) identified their care as extended care (EC). Twelve (2.9%) offered residential care. No one described their care as boarding or personal care. Inasmuch as this last type of facility is not required by Pennsylvania law to be operated by a licensed administrator, such facilities or persons were not included in the survey popularion.

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[3] Analyses do not include those who did not respond to a question, thus totals will be short by these numbers.

Since the questionnaire was mailed before the federal regulations changed the definition of ECF's, SNF's and ICF's, responses would be substantially different for the new categories.

Present Facility Size: Administrators were working in all sizes of facilities. The largest group 275 (66.5%) were working in facilities having 100 beds or less; the next largest group, 93 (22.5%) worked in facilities having 101-200 beds; and the smallest group, 45 (10.9%) were in facilities having over 200 beds.

Expected Change in Size: Slightly over half, 208 (50.4%) of those responding expected no change in the bed size of their facility. Increases in bed size were expected by 154 (37.3%) and decreases were expected by 30 (7.3%).

2. Personal and Professional Characteristics (See Table 3.)

Age: In regard to age distribution, the administrators were significantly older than the on-campus population as might be expected of individuals holding full-time professional positions. Three hundred thirteen (75.8%) were aged 41 and older and 99 (23.9%) were in the 40 and under age category.

Sex: There were 225 (54.5%) male administrators and 188 (45.5%) females.

NHA License Status: Responses showed that 346 (83.8%) held a current Nursing Home Administrator NHA license and an additional 26 (6.3%) held a temporary permit and were applying for a permanent license. While 33 (8.0%) desired to apply for the NHA license, only 6 (1.5%) expressed no interest in acquiring a license.

Length of Experience in Present Position: It was felt that the number of years administrators were employed in their present position as well as in the health field could have a bearing on their educational goals. These kinds of questions were not included on the questionnaire nor did our early admissions application forms contain this information for the majority of the survey population. However, student respondents' files were searched and coded for such data as were available so that the date reported are representative of only the student administrators in the survey for whom we kept files and whose applications contained the information.

Individuals employed in their present position one to five years comprised 84 (20.3%) of the administrator respondents; 59 (14.3%) were employed in their present position from six to ten years; 25 (6.1%) from 11 - 15 years; 13 (3.1%) were employed from 16 - 20 years; three (.7%) from 21 - 25 years; and five (1.2%) were employed in their present position over 25 years

Length of Experience in Health Field: In regard to number of years employed in the health field, coding of this information showed that 41 (9.9%) had worked from one to five years; the largest number, 49 (11.9%), had worked for six to ten years; 45 (10.9%) had worked from 11 - 15 years; 23 (5.6%) were employed from 16 - 20 years; 11 (2.7%) had worked 21 - 25 years and lastly 17 (4.1%) had worked in the health field for 26 years and over.

Education: By level of education three (0.7%) of the administrator respondents had less than a high school diploma or equivalent. We tend to question the validity of these three answers since two of the three individuals responding indicated they had a NHA license and the third indicated he had a temporary permit and was applying for a permanent license. In Pennsylvania, to be admitted to the licensing examination and thus in effect be licensed, the applicant must have a high school diploma or GED certificate.

Levels of educational achievement for the balance of the 413 administrator group is as follows: 86 (20.8%) had a high school diploma or General Education Development (GED) certificate, and 79 (19.1%) had a post-secondary diploma. Some college credits were reported by 77 (18.6%) of those responding. Undergraduate degrees (including the associate level) were held by 115 (27.9%). Master's degrees were held by 50 (12.1%). An M.D. was reported by three (0.7%). Thus, when we examine the numbers in terms of percentages having attended college including those indicating some college credit through the various earned degrees, we find that 245 (59.3%) have done so. An investigation of our student files to determine what major areas students specialized in indicates a limited number of traditional majors in the educational repertoires of nursing home administrators. See Appendix C for a listing of major areas taken by students in their college programs of study.

Further information was yeilded by analyzing administrators' present educational status relative to their type of facility (See Table 4.). Educational backgrounds of administrators in proprietary facilities showed one with less than a high school diploma; 46 with a high school or GED diploma; 43 with a post-secondary diploma; 42 with some college credit; 52 with undergraduate degrees; 13 with master's and two with M.D.'s.

In the not-for-profit sector two had less than a high school diploma; 29 had a high school or GED diploma; 29 had a post-secondary diploma; 28 had some college credits, 50 had an undergraduate degree; and 28 had master's degrees.

In governmental facilities ten had high school or GED diplomas; seven had post secondary diplomas; seven had some college credits; 13 had undergraduate degree; nine had a master's and one was a M.D.

B. Non Administrators

From the total group of respondents, 58 persons (12.3%) were identified as non-administrators. Of these 58, 35 were Directors of Nursing Service, 19 were classified as "Others", two were Charge Nurses and two were Business Managers (See Table 5.).

Although non-administrators have at present no mandated educational requirements in their professional fields, we were interested in their educational preference and enrollment intentions. They can be considered as potential sources for educational programs especially if they had obtained an NHA license.

1. Environmental Characteristics (See Table 6.)

Facility Type: When type of facility was examined, it was found that of the 58 non-administrators, 25 (43.1%) were from not-for-profit facilities, 21 (36.2%) were from proprietary facilities and 12 (20.7%) from government facilities.

Ownership: Of the non-administrators working in proprietary facilities, only one was identified as an owner.

Facility Kind: The same problem of interpretation applies to non-administrators' answers in regard to kind of facility. Answers below are provided according to highest level of care provided.

Fifty-one (87.9%) identified skilled nursing as their highest level of care; intermediate care was identified by three (5.1%); extended care by two (3.5%); and two (3.5%) offered residential care.

(The reader is referred to question four (Appendix A) and page 14 for a brief explanation of the problem of interpretation.)

Present Facility Size: The largest group of non-administrators, 24 (41.4%) worked in facilities with a bed complement of 100 or less. The next largest, 23 (39.6%) worked in facilities with a 101-200 bed complement, while the smallest group, 11 (19.0%) came from institutions of over 200 beds.

Expected Change in Size: The largest number in the non-administrator group expected no change in bed size. Percentage-wise, of those predicting changes, more decreases were expected in the 50-plus bed size category.

3. Personal and Professional Characteristics (See Table 7.)

Age: Thirty-four (58.6%) of the group were in the 41 and over age category, while 24 (41.4%) were in the 40 and under age group.

Sex: Of the 58 non-administrators, 48 (82.8%) were female and ten (17.2%) were male. Nursing service personnel, particularly Directors of Nursing Service and Charge Nurses contributed heavily to this disproportion.

NHA License Status: Responses to questions about licensure show that 18 (31.0%) had an NHA license, while three (5.2%) had a temporary permit and were applying for a permanent license, 22 (37.9%) desired to apply, while 15 (25.9%) expressed no interest in licensure. A check of the backgrounds of these people would undoubtedly reveal a variety of reasons for their lack of interest, such as kind of job in a facility, board membership, ministerial functions, and lack of expectation or desire to be an administrator.

Length of Experience in Present Position: Responses of non-administrators clustered in two categories: one to five years and six to ten years for number of years employed in present positions. None had over 15 years of service.

Length of Experience in Health Field: In regard to years of employment in the health field, the largest number had 16-20 years, while there an equal number divided between one to five, six to ten and 26 years and over. Slightly fewer had 11-15 and 21-25 years of service in the health field.

Education: Educational backgrounds of non-administrators were varied with the majority having a post-secondary diploma. An analysis of the data shows that non-administrators in terms of percentage comparison with administrators' educational backgrounds dominated in the following categories of educational backgrounds: associate degree, bachelor's, bachelor's plus post-baccalaureate credits, master's plus post-master's credits and more than one master's. The administrators were predominant in the following categories: high school diploma/GED, some college credit, master's and M.D. degrees.

IV. EDUCATIONAL PREFERENCES (See Question 11, Appendix A)

Respondents were asked to choose one only of the following four options as their educational preference:

1. Bachelor's Degree
2. Master's Degree
3. Credit Courses Only
4. Non-Credit Courses

Four hundred seventy-three usable responses were received of which

413 came from administrators and 58 from non-administrators (See Table 8.). Two respondents did not designate their classification and are excluded from further analyses of the data.

Of the 413 administrator respondents, the largest group of administrators, 178 (43.1%) were interested in non-credit continuing education courses. The second largest group, 129 (29.5%) expressed a preference for credit courses only. Of the remainder, 62 (15.0%) were interested in a bachelor's degree and a master's degree was the choice of 51 (12.3%).

Of the 58 non-administrator respondents, the largest group, 22 (37.9%) were interested in non-credit courses. The second largest group, 15 (25.9%) expressed interest in a baccalaureate. The third choice was a master's degree, selected by 12 (20.7%) of the respondents. And lastly, nine (15.5%) were interested in credit courses.

Breakdowns for selected combinations of administrators' and non-administrators' characteristics described in Section III were made to give additional insights into the relationship between educational preferences and reasonableness of choices. To this end responses to the four educational options were analyzed by:

A. Environmental Characteristics:

1. Position
2. Kind of Facility
3. Type of Facility
4. Size of Facility
5. Expected Change in Facility Size

B. Personal and Professional Characteristics:

1. Age
2. Sex
3. Licensure Status
4. Present Educational Status
5. Location of Facility/Respondent

C. Program Format Preferences:

1. Type of Educational Institution
2. Program Design
3. Academic Field
4. Travel Distance (in-time)
5. Location of Classes
6. Kind of Instructional Program
7. Time Scheduling of Classes
8. Mode of Instruction

D. Interest in an External Degree:

1. Enrollment Intentions

A. Option 1 - Baccalaureate Degree

Of the 473 respondents to the questionnaire, 77 were interested in a bachelor's degree. Fourteen of these, 11 of whom were administrators and three non-administrators, were presently enrolled in a degree program in an institution of higher education. Of the 63 not presently enrolled, 51 were classified as administrators and 12 as non-administrators.

Characteristics of Administrators Not Presently Enrolled in a Bachelor's Degree Program (See Table 9.)

Fifty-one of the respondents to this option were in the administrator category. One was an executive director, 45 were administrators, two were co-administrators, and three assistant administrators.

Thirty-one worked in proprietary facilities, 16 in not-for-profits, and four in government institutions. Thirty-eight identified skilled nursing as their highest level of care, seven described their highest level as intermediate care, five as extended care and one as residential care. Thirty-seven were in facilities with 100 beds or less; 11 were in facilities of 101 - 200 beds, and three were in facilities with bed complements of over 200. An equal number (25 each) expected changes in facility size within the next five years or expected no change.

Thirty-one of the respondents were aged 41 and over, while 20 were between ages 21 and 40. Thirty-one were females and 20 were males. Forty-five had a nursing home administrator license, and three had temporary licenses.

Eight had a high school or GED diploma; 22 had post-secondary diplomas; 15 had some college credits; five had associate degrees and one had a master's degree.

Twenty-seven respondents were from eastern counties, 18 from western region counties, and six were from central region counties.[4]

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[4] The Commonwealth is divided into four regions composed of counties. In the analyses, the northeastern and southeastern regions are combined and referred to as eastern counties.

Characteristics of Non-Administrators Not Presently Enrolled in a Bachelor's Degree Program (See Table 10.)

There were 12 respondents in this category who were interested in a baccalaureate but were not presently enrolled. Nine were Directors of Nursing Service or nursing personnel, two were classified as "Other" and one was a Business Manager.

Five were in proprietary facilities, four in not-for-profit and three worked in government institutions. All 12 identified skilled nursing as their highest level of care. Nine were in facilities of 100 beds or less, one was in a 150-200 bed facility, and two were in institutions of over 200 beds. Eight anticipated no change in bed complement while four expected change in size over the next five years.

The respondents were evenly divided between ages 21-40 and over 40. Eleven were females and one a male. In regard to licensure, three had nursing home administrator licenses, eight desired to apply for licensure and one had no interest in earning a license.

One had a high school/GED diploma; seven had post-secondary diplomas; two had some college credits and two had associate degrees.

Eight were located in western region counties and four were in eastern counties.

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Of the 63 respondents who were interested in a baccalaureate degree and were not currently enrolled in a degree program, 19 indicated it was ten years or longer since they last attended a formal educational course; six indicated it was seven to nine years; eight, four to six years; two indicated it had been three years; and six each two years, one year, and less than a year.

Program Format Preferences of Non-Enrolled Respondents Interested in a Bachelor's Degree Program (See Table 11.)

Twenty-nine preferred to enroll at a four year college of university and the choice of 18 was a community college. Fifteen preferred other arrangements.

Responses to a question about preference for program design showed that 45 preferred a bachelor's program that is flexible with respect to location and time; ten expressed a preference for a part-time evening program; three preferred to be part-time day students; and three preferred a design combining lower division community college work with an upper division four year college.

When asked to indicate the academic field they would select upon enrollment, 34 selected Long Term Care Administration; seven, Nursing; five each Business Administration and Health Services Administration; one each selected Hospital Administration and Social Work and eight indicated uncertainty.

In stipulating the amount of travel time they would be willing to spend to attend class based on one-way travel from their place of employment, 16 indicated they would travel 15-30 minutes; the largest group, numbering 20, indicated they would travel 45 minutes; 16 indicated acceptable travel time of one hour; nine expressed a willingness to travel one and one half hours, and two indicated they would travel more than one and one half hours.

To determine program format preferences, the survey population was asked to rank in order of preference a variety of options for variables of location of classes and kind of instructional program.

First, second and third choice for location of classes as expressed by the largest number were respectively, an off-campus location near their facility (43); a university extension campus (44), and a university main campus (42).

There was little consensus on preference for kind of instructional program. Eighteen preferred as their first choice formal classes scheduled Monday through Friday during day or evening hours in the fall and winter terms. Thirty-two selected as their second modal choice guided independent study courses with short intensive seminars; the third modal choice of 21 was formal classes scheduled Monday through Friday in the day or evening hours of the spring and summer terms; while the fourth modal choice of 19 were formal classes scheduled on Saturday in all months.

Analysis of ratings within each category shows no clustering around specific choices except for second choice. Furthermore, if ratings are totaled, more respondents (85) expressed second choices (guided independent study) than any other choice. There were 64 fourth choice preferences, 53, third choices, while only 31 expressed a first choice preference. Thus, it appears that many were undecided about a first choice.

To determine preference for class scheduling, the survey group were given several options, each of which they were to rate as preferable, acceptable but nor preferable, or unacceptable.

Tabulation of preferences showed early evening (six p.m. - eight p.m.) received the highest rating as preferable. If the acceptable ratings are combined with the preferred and the total compared with unacceptable ratings, a more distinct pattern of choices emerges. Six p.m. to eight p.m. was preferrable/acceptable to 53 and unacceptable to eight. Saturday morning was preferable/acceptable to 44, and unacceptable to 16.

Late afternoon (three p.m. - five p.m.) was preferable/acceptable to 36 and unacceptable to 24. Early afternoon (one p.m. - three p.m.) was preferable/acceptable to 33 and unacceptable 26, and lastly, morning (nine a.m. - eleven a.m.) was preferable/acceptable to 28 and unacceptable to 33.

Thirty-three selected two sessions per week as the preferred scheduling of classes. Again, combining acceptable with preferable and comparing with unacceptable gives additional insights for scheduling of classes. One session per week received less negative ratings (six) than two sessions per week (eight), while both have the same combined total (53) for preferable/acceptable. Independent study combining a one-week seminar at the beginning and end of each term shows a combined preferable/acceptable rating of 48 with an unacceptable rating of 12. Following in order are Independent study with a seminar day every week of the term (47 preferable/acceptable, 13 unacceptable), and Independent Study with a seminar every Saturday (44 preferable/acceptable, 16 unacceptable).

Ranking of options for mode of instruction in order of preference showed no clear consensus for preferred choice. Tabulation of responses showed that lecture-discussion and independent study with intensive seminars were most frequently preferred for first choice. Seminars were chosen most frequently for second and third choices, but TV instruction was a clearly predominant fourth choice.

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When these 63 respondents were asked about the likelihood of their enrolling in an external degree program 25 said they would enroll in such a program; 31 said they probably would if a suitable program is developed; four said they probably would not enroll, and two said they would not enroll.

Of the six indicating they would not or probably would not enroll, five indicated their reason was lack of information about an external degree program and one preferred an established to a new type of program.

Characteristics of Administrators Presently Enrolled in a Bachelor's Degree Program (see Table 12.)

There were 11 administrators in this category. Eight were administrators of long term care facilities, two were assistant administrators and one was a co-administrator.

Six worked in proprietary facilities and five were in not-for-profits. Nine identified skilled nursing as their highest level of care and two as intermediate care. Ten worked in facilities of 100 beds or less, while one worked in a facility with a bed complement of 101-200. Six expected changes in their institution's bed complement within the next five years while five expected no change.

Six of the respondents were between ages 21 and 40, while five were over 41 years of age. Eight of the respondents were females and three were males. Eight had nursing home administrator licenses, two desired to apply for licensure and one had a temporary license.

One respondent had post-secondary diploma, while ten had some college credits.

Eight of the presently enrolled administrators were from the eastern counties of the Commonwealth, two were from central region counties and one was from a western region county.

Characteristics of Non-Administrators Presently Enrolled in a Bachelor's Degree Program (See Table 13.)

There were three respondents in this category. Two were Directors of Nursing Service while one described himself as "Other".

Two were from not-for-profit facilities while one was in a proprietary home. All three identified skilled nursing as their highest level of care. Two were in facilities with a bed complement of 101-200 beds and one was in a facility of over 200 beds. Two expected changes in bed complements within the next five years while one expected no change.

Two were 41 and over years of age while one was in the 21-30 age category. Two were females and one was a male. Only one had a nursing home administrator license.

Two non-administrators had post-secondary diplomas and one had an associate degree.

Two were from western region counties and one was from an eastern county.

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Of the 14 long term care personnel currently enrolled in a undergraduate degree program, six were attending private colleges, three were enrolled at extension campuses of state-related universities, two were in community colleges and there was one each at the main campus of a state-related university and a state college.

Of those enrolled in associate programs four had less than 30 credits and one had earned between 30-60 credits. At the baccalaureate level, three had less than 30 credits, two had between 30-60 credits, and four had between 61-90 credits.

When asked to identify their major field of study, five indicated they had selected Health/Health Services Administration; three had elected Nursing; three, Business Administration and one each Social Work and Public Administration. Lastly, one intended to major in Hospital administration.

B. Option 2 - Master's Degree

Of the 473 respondents to the questionnaire, there were 63 interested in a master's degree. Of this number, 45 were administrators not presently enrolled in a master's degree program, 12 were non-administrators not presently enrolled, and six were administrators presently enrolled in a master's degree.

Characteristics of Administrators Not Presently Enrolled in a Master's Degree Program (See Table 14.)

Of the 45 selecting this category, three were executive directors, 35 were administrators, one was a co-administrator, and six were assistant administrators.

Twenty-three worked in proprietary facilities, 18 in not-for-profits, and four in government facilities. Forty-two identified skilled nursing as their highest level of care, two extended care, and one intermediate care. Twenty-three were in facilities with bed complements of 100 and under; 16 worked in 101-200 bed complement facilities, and six were in institutions of over 200 beds. Twenty-eight expected changes in bed complements over the next five years while 16 anticipated no change.

Twenty-five of the administrator respondents were over 40 years of age while 20 were between the ages of 21 - 40. Thirty-seven were males and there were eight females. Thirty-five had a nursing home administrator license, two had a temporary license and eight desired to apply for licensure.

Prior education of these respondents showed 41 had an earned baccalaureate and four had master's degrees.

Twenty-two were located in western region counties, 20 were in eastern counties, and three were in central region counties.

Characteristics of Non-Administrator Not Presently Enrolled in a Master's Degree Program (See Table 15.)

There were 12 in this category who expressed interest in a master's degree. Eight were Directors of Nursing Service and four described themselves as "Other".

There were five each in not-for-profit and government facilities and two were in proprietary facilities. All 12 identified skilled nursing as their highest level of care. There were four each from facilities of 100 beds or less, 101-200 beds, and over 200 beds. Eight expected some change in bed size over the next five years while three anticipated no change.

Seven were between ages 21 and 40, while five were 41 and over. Nine were females and three were males. Six had a nursing home administrator license, one had a temporary license, and five desired to apply for licensure.

Educational backgrounds included one with a post-secondary diploma, ten with bachelor's degrees and one with a master's degree.

Six were from western region counties, five were from eastern counties and one was from a central region county.

Program Format Preferences of Non-Enrolled Respondents Interested in a Master's Degree Program (See Table 16.)

When asked how much travel time they were willing to spend to attend class based on one-way travel from their place of employment, 15 said they would spend 15-30 minutes; 33, the largest group, said they would spend between 45-60 minutes; three indicated they would spend one and one half hours; and five said they would spend more than one and one half hours.

Preference for location of class showed first choice was an off-campus location near their facility; second choice was a university extention campus and third choice was a university main campus.

In regard to preference for kind of instructional program, first choice of 23 respondents was for independent study courses with short intensive seminars. Second choice of 18 was for formal classes scheduled on Saturdays; third choice of 21 was for formal classes scheduled Monday through Friday during day or evening hours of the spring and summer months; and the fourth choice of 18 respondents was for formal classes scheduled from Monday through Friday during day or evening hours of the fall and winter months. Choices while reflecting the predominant number did not reflect a clear consensus for any of the options. For example on the second round of choices 16 expressed first preference for formal classes scheduled Monday through Friday during day or evening hours of the fall and winter months; 13 preferred a second choice of formal classes scheduled Monday through Friday during day or evening hours of the spring and summer months; 12 selected as their third choice guided independent study with short intensive seminars, and 14 selected as fourth choice formal classes scheduled on Saturday in all months. Thus, when respondents selected choices a second time, the first choice dropped to third place, second choice dropped to fourth place, third choice went to second place and fourth choice became the first choice.

The first choice of these students for time scheduling of classes was early evening, i.e., six p.m. to eight p.m. Combined ratings of preferable/acceptable showed six p.m. to eight p.m. the favorite time was only six categorizing it as unacceptable. In descending order came Saturday morning with 37 affirmative ratings and 15 negative ratings; three p.m. to five p.m. was third choice with 29 affirmative ratings and 23 negative ratings; nine a.m. to eleven a.m. was fourth choice with 24 preferable/acceptable ratings to 28 unacceptable, and lastly one p.m. to three p.m., had 19 rating it preferable/acceptable and 32 rating it unacceptable.

One session per week was most frequently rated as preferable; two sessions per week were most frequently rated as acceptable; and independent study combined with seminars every Saturday was most frequently rated as unacceptable. Combined ratings give more insight into preferences. Preference for one session per week is almost unanimous with 50 favorable and two unfavorable ratings. Two sessions per week with only slightly less preferred with a rating of 49 to three. Independent study with two seminars was third choice with preferable/acceptable ratings of 45 to nine unacceptable. Independent study with weekly seminars was rated fourth with 44 preferable/acceptable ratings to ten unacceptable ratings; and in last place was independent study with Saturday seminars which was preferable/acceptable to 38 and unacceptable to 15.

In regard to mode of instruction, the modes for which the preference is clearly and unequivocally stated are TV instruction which received a fourth place choice and the seminar mode which received a second place rating. For first choice, preferences were practically even for independent study with intensive seminars (23) and lecture-discussion (22). For third preference, the choices totaled 24 for independent study with intensive seminars and 21 for lecture-discussion. Uncertainty about mode of instruction is evident in the first and third choices, while preference is as clearly shown for the second and fourth choices.

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When asked about the likelihood of their enrolling in an external degree program, 48 of the 57 respondents said they would enroll or probably would not enroll even if a suitable program is developed. Of these seven, five indicated their reason was lack of information about an external degree; one preferred an established program and one indicated he had another reason.

Characteristics of Administrators Presently Enrolled in a Master's Degree Program (See Table 17.)

There were six administrative personnel presently enrolled in a master's program. Five were administrators and one was an assistant administrator.

They were equally divided among proprietary, not-for-profit and government facilities. All identified skilled nursing as their highest level of care. Four were in facilities of 100 beds or less, one was in a 101-200 bed complement facility, and one was in an over-200 bed facility. Four of the respondents expected changes in facility size within the next five years while one anticipated no change.

Four of the respondents were aged 41 and over, while two were between ages 21 and 30. Respondents were equally divided between males and females. Five held an NHA license while one held a temporary license.

All six had earned baccalaureate degrees.

Three were from western region counties and three were from eastern counties.

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There were no non-administrators presently enrolled in a master's degree program.

C. Option 3 - Credit Courses

Of the 473 respondents to the questionnaire, a total of 128 (120 administrator respondents and eight non-administrators) were interested in credit courses. One hundred four administrators were not presently enrolled in credit courses while 16 were enrolled. Seven non-administrators were not presently enrolled in credit courses while one non-administrator was enrolled.

Analysis of the reasons given for disinterest in a degree program shows that 43 indicated a degree was not necessary in their work; 39 indicated they had a degree and were interested in special subjects only; 14 were uncertain about career plans; ten were not sure of their eligibility for a degree program; eight felt no suitable program was available, and 18 either did not indicate their reasons or selected the "Other" category.

Characteristics of Administrators Not Presently Enrolled in Credit Courses (See Table 18.)

Of the 104 administrative personnel selecting Option 3, six were executive directors, 79 were administrators, five were co-administrators, five were associate administrators, and nine were assistant administrators.

Fifty-eight administrators worked in proprietary facilities, 34 were in not-for-profit facilities, and 12 were from government institutions. Ninety-three identified skilled nursing as the highest level of care, three offered extended care, and three offered residential care. Seventy-three were in facilities with 100 beds or less, 15 were in facilities with bed complements of 101-200, and 16 were from facilities of over 200 beds. Of those who responded to a question about anticipated changes in bed complements, 57 anticipated no change while 41 expected facility size to change within the next five years. The largest subgroup predicting change (15) forcast an increase of over 50 beds.

Seventy-eight of the administrators were aged 41 and over, while 25 were 40 and under. Fifty-five were males and 49 were females. Eighty-eight had a nursing home administrator license, six had temporary licenses, eight desired to apply for licensure and two had no interest in applying.

In regard to educational backgrounds, 31 had a high school or GED diploma; 22 had a post-secondary diploma; 18 had some previous college work; one had an associate degree; 21 had baccalaureates, and 11 had master's degrees.

Forty-seven of the administrators were from eastern counties, 32 were from western region counties, and 25 were from central region counties.

Characteristics of Non-Administrators Not Presently Enrolled in Credit Courses (See Table 19.)

While nine non-administrators selected this educational option, seven were not presently enrolled in credit courses. Of the seven who were not enrolled, three were Directors of Nursing Service, one was a charge nurse and three described themselves as "Other".

Four worked in proprietary facilities, two in not-for-profits, and one was from a government institution. Five described skilled nursing as their highest level of care, one offered extended care, and one gave intermediate care. Three worked in facilities of 100 beds or less, three were in facilities with bed complements of 101-200, and one came from an institution of over 200 beds. Five expected no change in bed complements within the next five years, while two anticipated changes.

Four of the respondents were aged 41 and over and three were in the 40 and under age category. Six were females and one was a male. Three had nursing home administrator licenses, two desired to apply for licensure, while two had no interest.

Three had post-secondary diplomas, one had some college level work, two had baccalaureates and one had a master's degree.

Four respondents were located in eastern counties, and three were in western region counties.

Program Format Preferences of Non-Enrolled Respondents Interested in Credit Courses (See Table 20.)

One hundred twelve respondents who indicated interest in credit courses were not presently enrolled in an institution of high education.

When asked how much travel time they were willing to spend to attend class (based on one-way travel from their place of employment), 24 would spend 15-30 minutes; 23 would spend 45 minutes; the largest group, 37, said they would spend an hour, and 24 were willing to spend one and one half hours or more.

Preference for location of courses showed the largest number, 71 selecting an off-campus location near their facility as first choice; a university main campus was the second choice of 70, and a university extension campus the third choice of 66.

When asked to indicate their preference for kind of instructional program, guided independent study courses with short intensive seminars received the highest rating--they were the first choice of 44. For second choice, the largest number in this group, 35, preferred formal classes scheduled on Saturday in all months.

Tabulation of preferences for scheduling of classes showed that morning classes (nine a.m. - eleven a.m.) received the highest rating as preferable. If the acceptable ratings are tallied with the preferable and if both are compared with the unacceptable ratings, a different prefence pattern takes shape. Early afternoon classes (one p.m. - three p.m.) received the highest combined favorable rating (69) and the lowest unacceptable rating (24). Next are morning classes (nine a.m. - eleven a.m.) with a combined rating of 67 preferable/acceptable and 27 unacceptable. Early evening (six p.m. - eight p.m.) is next with a rating of

64 to 29. Late afternoon (three p.m. - five p.m.) had a high unacceptable rating of 40 to 52 preferable/acceptable. Saturday classes (nine a.m. - twelve noon) were last being almost equally divided between unacceptable (48) and preferable/acceptable (47).

Preferences for number of scheduled sessions were predominatly in favor of one session per week (100) as opposed to one to whom it was unacceptable. The second choice for 87 was two sessions per week with seven opposing this kind of scheduling. Independent study combined with a seminar one day every week of the term was preferable/acceptable to 71, and unacceptable to 19. Independent study combined with a one-week seminar at the beginning and end of each term was acceptable to a total of 69, but unacceptable to 24, while independent study combined with a seminar every Saturday was preferable/acceptable to 49, and unacceptable to 46.

Tabulation of preferences for mode of instruction showed 57 selected lecture-discussion as their first choice; 56 selected seminars as their second choice; 52 selected independent study with intensive seminars as their third choice, and 71 rated TV instruction as their fourth choice.

A second level analysis of choices within each of the categories listed above shows lecture-discussion was the second choice of 32; seminars were the first choice of 30, independent study was the fourth choice of 21 and TV instruction was the third choice of 21.

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In response to a question about the likelihood of enrolling in an external degree, 35 said they would enroll if a suitable program is developed and 47 said they would probably enroll if a suitable program is developed. On the negative side, 15 said they probably would not enroll even if a suitable program is developed and 14 said they would not enroll. Of these 29 respondents, 28 indicated their reason was lack of information about an external degree, while one indicated another reason accounted for his disinterest.

Characteristics of Administrators Presently Enrolled in Credit Courses (See Table 21.)

Sixteen administrative personnel and one who did not identify his position are currently enrolled in credit courses in an institution of higher education. Of the 16 administrative personnel, 15 were administrators and one was an assistant administrator.

They were equally divided between proprietary and not-for-profit facilities. Twelve identified skilled nursing as their highest level of care and four offered intermediate care. Fourteen worked in facilities having a bed complement of 100 beds or less while two worked in 101-200 bed complement facilities. Nine expected no change in bed complements in the next five years; two predicted increases; and one expected a decrease.

Fifteen administrators were over 41 years of age and one was in the 40 and under category. Nine were females and seven were males. Fifteen had nursing home administrator licenses and one desired to apply for licensure.

Prior educational backgrounds showed six with a high school or GED certificate; two had a post secondary diploma; five had some college credits and three had bachelor's degrees.

Ten were located in central region counties, five were from eastern counties and one was in a western region county.

The sixteen administrators and the one unidentified respondent were currently enrolled in credit courses in an institution of higher education: ten were enrolled at a state-related university extension campus; five were enrolled at private colleges; one was enrolled in a private university, and one was enrolled in a state college.

Nine had over 15 credits earned to date; one had earned 11-15 credits; three had six to ten credits; and three had one to five credits.

Characteristics of Non-Administrators Presently Enrolled in Credit Courses

One non-administrator in the "Other" category is presently enrolled in credit courses.

This respondent worked in a not-for-profit facility. She identified the care offered as extended care. The facility had a bed complement of 100 or less and no change in size was predicted for the next five years.

The respondent was in the over 41 age category and was a female. She had no interest in acquiring a license. She held a post-secondary diploma and worked in a western region county.

D. Option 4 - Non-Credit Courses

Of the 473 respondents to the questionnaire a total of 201 chose to fulfill their educational requirements through attendance at non-credit continuing education courses. One hundred and seventy-eight were classified as administrators, 22 as non-administrators, while one did not identify his position.

Because of the nature of the Licensure Board's requirement for continuing education for nursing home administrators we made the assumption that all administrators selecting this option were enrolled in non-credit courses and that all non-administrators included here had no professional requirements for continuing education and thus their classification as enrolled or non-enrolled was of secondary importance. Analyses of the two groups are reported on the basis of their classification as administrators or non-administrators.

Characteristics of Administrators Interested in Non-Credit Courses (See Table 22.)

In the administrator category there were seven executive directors, 141 administrators, two co-administrators, ten associate administrators, and 18 assistant administrators.

Seventy of the respondents worked in proprietary facilities, 82 in not-for-profits, and 25 in government facilities. One hundred and fifty-one identified the highest level of care in their facilities as skilled nursing, 11 described their highest level as intermediate care, eight gave extended care and eight offered residential care. One hundred and twelve were in facilities of less than 100 beds, 47 were in facilities with 101-200 bed complements, and 19 worked in facilities of over 200 beds. Seventy-five expected changes in bed complements in the next five years and 95 expected no change.

One hundred fifty-four respondents were ages 41 and over, and 24 were between ages 21-40. Ninety-nine were males and 79 were females. One hundred and forty-nine of the respondents had a nursing home administrator license, 12 had a temporary license, 11 desired to apply for licensure and four were not interested in obtaining a license.

Educational backgrounds were varied: three had less than a high school diploma, 41 had high school diplomas, 31 had post-secondary diplomas, 29 had some college credits, four had associate degrees, 34 had baccalaureates, 33 had master's, and three were doctors of medicine.

Sixty-five of the administrators were located in counties in the western region of the state, 72 were in eastern counties, and 41 were from central region counties.

Characteristics of Non-Administrators Interested in Non-Credit Courses (See Table 23.)

Twenty-two non-administrators chose this option as their preference. Thirteen were Directors of Nursing Service, one was a Business Manager, and eight gave various other non-administrative job titles.

Nine worked in proprietary facilities, 11 in not-for-profits and two were in government facilities. Eighteen identified their highest level of care as skilled nursing, one as intermediate care, and three offered residential care. Seven were in facilities of less that 100 beds, 13 were in 101-200 bed facilities, and two were in facilities with more than 200 beds. Fourteen expected no change in size, while eight expected changes over the next five years.

Fifteen were aged 41 and over, and seven were 40 and under. Eighteen were females and four were males. Four had nursing home administrators licenses, two had temporary licenses, five desired to apply for licensure and 11 were interested in obtaining a license.

One had a high school diploma, 13 had a post-secondary diploma, one had some college credits, four had baccalaureates, and three had master's.

Fourteen of the non-administrators were located in western region counties, seven in eastern counties, and one was from a central region county.

Program Format Preferences of Respondents Interested in Non-Credit Courses (See Table 24.)

Respondents were asked to rate selected program formats. Formal class presentations were preferable to 85 respondents, acceptable to 71, and unacceptable to 21. Forums were acceptable for 119 respondents, preferable for 33 respondents and unacceptable for 26. Panel presentations were acceptable for 93 respondents, preferable for 59 and unacceptable to 28. Lecture series were preferable for 97, acceptable for 81, and unacceptable for 14.

In regard to the preferred scheduling of programs, the following findings resulted: Morning (nine a.m. - twelve noon) were most frequently rated as acceptable; afternoons (one p.m. - four p.m.) were most frequently rated acceptable; evenings (five p.m. - eight p.m.) were most frequently rated as unacceptable; all day (nine a.m. - four p.m.) was most frequently rated as preferable; all day (one p.m. - eight p.m.) was most frequently rated as unacceptable; Saturday (nine a.m. - twelve noon) was also most frequently rated as unacceptable. The largest number rated all day (nine a.m. - four p.m.) as preferable. The next largest number rated Saturday (nine a.m. - twelve noon) as unacceptable. The third largest number rated afternoon (one p.m. - four p.m.) as acceptable.

In analyzing responses to the preferred length of program the following findings resulted: one-day sessions were most frequently rated as preferable; and sessions of one and one half days, two days, two and one half days and three days were most frequently rated as acceptable. Sessions held one day per week for four to six weeks were most frequently rated unacceptable. Sessions held one day per week for six to eight weeks were most frequently rated as unacceptable.

In regard to preferred instructional mode, a group consensus was apparent. The lecture discussion mode was rated as first choice by 119 respondents; the seminar mode of instruction was rated second choice by 103; the small work group instructional mode was rated as third choice by 94 respondents; self-instructional programs were rated fourth choice by 98 respondents; and television instruction was rated fifth choice by 119 respondents.

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When questioned about how many clock hours of course work they had taken to date[5] on their mandated requirements,[6] 77 indicated they had more than 24 clock hours; 52 indicated they had 18-24 clock hours; 16 had 12-18 clock hours; four had 6-12 clock hours; seven had one to six clock hours; and 40 had none.

V. Description of Potential Students for A Degree Program

Since the inception of licensure, continuing education has been the major avenue by which practicing long term care administrators have responded to increased demands and expectations for improved performance. As our study showed, this form of programming satisfies the needs of a substantial number. The survey results were also expected to indicate the extend of interest in a baccalaureate degree and a master's degree program. This was necessary input into a decision about whether a degree program would be developed and at which level.

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[5] Refers to date respondent answered questionnaire which approximates the period from October 1973 through March 1974.

[6] The Pennsylvania Licensure Board, from July 1, 1972 through June 30, 1974 required 24 clock hours of education for biennial registration of licensed administrators.

We first determined the number of potential students for a baccalaureate degree and examined their characteristics for eligibility. The second step was to repeat the same process for a master's degree.

A. Potential Baccalaureate Degree Students

There were 77 respondents who expressed interest in a baccalaureate. Of this number of 14 were already enrolled in a degree program. This group was eliminated leaving 63 potential students. We posited that some of the respondents who expressed interest in credit courses could be potential candidates for recruitment to a baccalaureate program. Selecting those not presently enrolled in credit courses and having at least a high school diploma but less than a bachelor's degree gave us 77 respondents who were added to the 63 expressing interest in a baccalaureate to arrive at a total group of 140 potential students. Selected work and personal/professional variables were then examined to yield more indepth information about the nature of this group.

1. Environmental Characteristics (See Table 25.)

Position: Composition of the total group included four executive directors, 103 administrators, six co-administrators, two associate administrators, eight assistant administrators, 13 nursing personnel, one business manager and two "Others".

One executive director was interested in a bachelor's and three in credit courses; 45 administrators opted for a bachelor's and 58 for credit courses; two co-administrators selected a bachelor's and four selected credit courses; two associate administrators were interested in credit courses; three assistant administrators selected a bachelor's and five preferred credit courses. Nine of the nursing personnel were interested in a bachelor's degree and four were interested in credit courses.

The business manager and "Others" were interested in a baccalaureate degree.

Facility Type: Of the 140 potential students, 85 worked in proprietary facilities, 40 were in not-for-profit homes and 14 were in governmental institutions.

Ownership: Thirty of those interested in a baccalaureate were employees while eight were owners. Twenty-two of those interested in credit courses were employees while five were owners.

Facility Kind: Respondents working in skilled nursing facilities selected credit courses over a bachelor's degree by 70-50. Of the 11 from intermediate care facilities, seven were interested in a baccalaureate and four were interested in credit courses. In extended care facilities, five were interested in a baccalaureate and two in credit courses. One from a residential care facility was interested in a baccalaureate and one in credit courses.

Present Facility Size: In facilities of 100 beds and under, 46 were interested in a baccalaureate and 55 were interested in credit courses. In facilities of 101-200 beds, 12 were interested in a baccalaureate and 14 were interested in credit courses. In facilities of over 200 beds, five were interested in a baccalaureate and eight in credit courses.

Expected Change in Size: Twenty-four of those interested in a baccalaureate and 24 of those interested in credit courses expected increases in bed complements within the next five years. Five of those interested in a baccalaureate and four in credit courses expected decreases in bed complements within the same time period. The remainder expected no bed complement change.

2. Personal and Professional Characteristics (See Table 26.)

Age: Of the 63 interested in a baccalaureate, 37 were aged 41 and over and 26 were aged 40 and under. Of the 77 interested in credit courses, 58 were 41 and over and 18 were aged 40 and under. The total of the aged 41 and over group was 95 and the total of those 40 and under was 44.

Sex: There were 88 female respondents and 52 male respondents. Crosstabulations of sex and educational options showed 42 females and 21 males interested in a baccalaureate while 46 females and 31 males were interested in credit courses. Crosstabulations of age and sex showed 63 females and 31 males were age 41 and over and 25 females were aged 40 and under while 19 males were in the same age category.

Licensure: One hundred ten respondents had nursing home administrator licenses of whom 48 were interested in a baccalaureate and 62 in credit courses. Nine had temporary licenses of whom three were interested in a baccalaureate and six in credit courses. Eighteen desired to apply for licensure of whom 11 were interested in a baccalaureate and seven were interested in credit courses. One respondent interested in a bachelor's and two interested in credit courses were not interested in licensure.

Crosstabulations of sex, licensure status and age showed 65 females had a nursing home administrator license of whom 50 were aged 41 and over while 15 were aged 40 and under. Forty-five males had a nursing home administrator license of whom 27 were aged 41 and over and 17 were aged 40 and under.

Temporary licenses were held by six females, of whom three were aged 40 and under and three were 41 and over. Three males had a temporary license all of whom were 41 years of age and over. Fourteen females desired to apply for licensure; eight were age 41 and over and six were age 40 and under. Four males desired to apply for licensure; two were under 41 and two were age 41 and over. One NHA did not identify his age. Three females, one under age 41 and two over age 40 were not interested in an NHA license.

Length of Experience in Present Position: Of the thirty-two having between one and five years experience in their present position, 21 were interested in a baccalaureate and 11 were interested in credit courses. Ten interested in a baccalaureate's and five interested in credit courses had six to ten years experience. Four interested in a baccalaureate's and five interested in credit courses had 11-15 years experience. Three interested in a baccalaureate's and three interested in credit courses had 16-20 years experience. Three interested in credit courses had over 25 years experience.[7]

Length of Experience in Health Field: Of those interested in a baccalaureate ten had between one and five years in the health field and three interested in credit courses had the same length of experience. Nine interested in a baccalaureate and six in credit courses had six to ten years experience. Ten interested in a baccalaureate and seven interested in credit courses had 11-15 years experience. Six interested in a baccalaureate and six interested in credit courses had 16-20 years experience. One interested in a baccalaureate had 21-25 years experience. Two interested in a baccalaureate and five interested in credit courses had over 25 years experience in the health field.

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[7] This information was not available for the 12 non-administrators who responded.

Education: Prior education of males showed 19 with a high school/GED diploma, seven with a post-secondary diploma, 24 with some college credits, and two with undergraduate degrees.

Prior education of females showed 22 with a high school/GED diploma, 47 with a post-secondary diploma, 12 with some college credits, six with an associate degree and one with a master's.

Crosstabulation of education with kind of facility showed that of those working in proprietary facilities, 25 had a high school diploma/GED certificate; 31 had a post-secondary diploma; 24 had some college credits; four had an undergraduate degree and one had a master's.

Of those working in not-for-profit, facilities, 11 had a high school diploma/GED certificate; 17 had a post-secondary diploma; eight had college credits; and four had undergraduate degrees.

Of those working in government institutions, four had a high school diploma/GED certificate; six had a post-secondary diploma; and four had college credits.

Location: Respondents were located as follows: eastern counties: 31 interested in a bachelor's and 33 interested in credit courses; western region counties: 26 interested in a bachelor's and 21 interested in credit courses; central region counties: six interested in a bachelor's and 23 interested in credit courses. Thus, of the 140 respondents, 64 resided in eastern counties, 47 in western region counties and 29 in central region counties. The reader is referred to Appendix D for the map of Pennsylvania showing the location of the potential student body for a baccalaureate degree.

Interest in an External Degree: When questioned about their interest in an external degree, of the 140 students 51 said they would enroll if a suitable program was available (25 interested in a bachelor's and 26 interested in credit courses). Sixty-eight said they probably would enroll if the program was suitable (31 interested in a bachelor's and 37 interested in credit courses). There were 19 whose reactions were negative and two who did not respond. Of those who were not interested, 23 felt they lacked sufficient information, and one preferred a traditional program.

* * * * * * * * * * * *

There is a possibility that some of the respondents who indicated interest in non-credit courses could become interested in a baccalaureate degree. We decided to examine the nature of this group using age 40 as the cut-off point. Seventeen respondents were under 40 years of age and because of prior educational background could be possible candidates. Since only a small number was involved, we will report briefly the characteristics of this group.

Position: Eight were administrators, one an associate administrator, two assistant administrators, four directors of nursing service and two were in the "Other" category.

Facility Type: Eight worked in proprietary facilities, seven in not-for-profits, one in a government and one in an unidentified facility.

Facility Kind: Fifteen identified skilled nursing as their highest level of care; one gave intermediate care and one offered residential care.

Facility Size: Seven worked in facilities of 100 beds or less, nine in facilities of 101-200 beds and one in a facility of over 200 beds.

Sex: There were 12 females and five males in this group.

Licensure: Ten had NHA licenses and four were not interested.

Education: Two of the group had a high school/GED diploma, ten had post-secondary diplomas, three had college credits and two had an associate degree.

Location: Nine were located in eastern counties, six were in western region counties and two were in central region counties.

B. Potential Master's Degree Students

There were 57 respondents interested in a master's degree and not presently enrolled in a degree program (45 administrators and 12 non-administrators). To this group we added 35 administrators and four non-administrators who expressed interest in credit courses but who were qualified by reason of prior education to apply to a master's program. The total number of potential students for a master's numbered 96 of whom 80 were administrators and 16 non-administrators.

1. Environmental Characteristics (See Table 27.)

Position: The group was composed of: six executive directors, 59 administrators, two co-administrators, three associate administrators, ten assistant administrators, nine directors of nursing service and seven "Others".

Three executive directors were interested in a master's and three in credit courses, 35 administrators preferred a master's and 24 credit courses; one co-administrator selected a degree program and one credit courses; three associate administrators opted for credit courses; six assistant administrators selected a master's degree and four were interested in credit courses; eight directors of nursing service expressed preference for a master's and one for credit courses. In the "Other" category four were interested in a degree program and three in credit courses.

Facility Type: Facilities represented by potential students were as follows: 41 were in not-for-profit facilities, 39 in proprietatries and 16 in government institutions.

Ownership: Twenty-seven of those interested in a master's and 18 of those interested in credit courses were employees. Of the five who were owners, two were interested in a master's and three were interested in credit courses.

Facility Kind: Respondents working in skilled nursing facilities expressed interest in a master's program by a ratio of approximately 1.75 over preference for credit courses (54 to 32). One respondent from an intermediate care facility elected a master's while three expressed interest in credit courses. In extended care facilities, two were interested in a master's and two in credit courses. Two from residential care facilities were interested in credit courses.

Present Facility Size: In facilities of 100 beds and under, 27 were interested in a master's degree and 25 in credit courses. In facilities of 101-200 beds, 20 were interested in a master's and four in credit courses. In facilities of over 200 beds, ten were interested in a master's and ten in credit courses.

Expected Change in Size: Twenty-nine of those interested in a master's and 13 of those interested in credit courses expected increases in bed complements over the next five years. Seven who were interested in a master's and four in credit courses expected decreases in facility size. Nineteen of those interested in a master's and twenty-two interested in credit courses expected no change or did not respond.

2. Personal and Professional Characteristics (See Table 28.)

Age: Of the 57 interested in a master's degree 30 were aged 41 and over and 27 were 40 and under. Of the 39 interested in credit courses, 29 were aged 41 and over and ten were aged 40 and under. The total of the aged 41 and over group was 59 and the total of those under 41 was 37.

There were approximately one and one half as many of the over 40 age group interested in both a master's program and credit courses as those under 41. However, the difference between the number of administrators selecting a master's in the two age groups was only three. The larger difference occured in the selection of credit courses with the ratio being approximately 3:1 in favor of the over 40 age group.

Sex: There were 67 male respondents and 29 female respondents. Males identified their educational interests as follows: 40 were interested in a master's and 27 in credit courses. Females expressed their educational interests as: 17 interested in a master's and 12 in credit courses.

Licensure: Seventy-four of the respondents had a nursing home administrator license of whom 41 were interested in a master's and 33 in credit courses. Three had a temporary license all of who were interested in a master's. Thirteen interested in a master's desired to apply for licensure and four interested in credit courses desired to apply for licensure. Two who preferred credit courses expressed no interest in a license.

Length of Experience in Present Position: Twenty-seven had one to five years experience in their present position, seventeen of whom were interested in a master's and ten in credit courses. Seven interested in a master's and six interested in credit courses had six to ten years experience. Four interested in a master's and three interested in credit courses had 11 - 15 years experience. Two interested in credit courses had 16 - 20 years experience and one interested in a master's had 21 - 25 years experience.

Length of Experience in Health Field: Five of those interested in a master's and six interested in credit courses had one to five years experience in the health field. Seven of those interested in a master's and three interested in credit courses had six to ten years experience. Nine of those interested in a master's and four interested in credit courses had 11 - 15 years experience. Five had 16 - 20 years experience, of whom one was interested in a master's and four in credit courses. Five interested in a master's had 21 - 25 years experience. Two interested in a master's and one interested in credit courses had over 25 years experience.

Education: Prior educational backgrounds showed one holding a high school diploma, 78 with undergraduate degrees (all at the baccalaureate level) and 17 with master's degrees, of whom six held more than one master's.

Of the respondents with prior baccalaureates, 51 were interested in a master's and 27 in credit courses. Of the respondents with prior master's, five were interested in master's and 12 in credit courses.

The one respondent with a high school diploma must be eliminated from consideration leaving a total group of 95 potential students.

Location: Respondents were located as follows: western region counties: 28 interested in a master's and 15 in credit courses; eastern counties: 24 interested in a master's and 21 in credit courses; central region counties: five interested in a master's and three in credit courses. Of the total 96 respondents, 43 were located in western region counties, 47 in eastern counties and eight in central region counties. The reader is referred to Appendix E for the map of Pennsylvania showing the location of the potential student body for a master's degree.

Interest in an External Degree: Of those who were interested in a master's degree 27 indicated they would enroll if the program is suitable, 13 said they probably would not enroll, and ten said they would not enroll.

Of those who were interested in credit courses, nine said they would enroll if the program is suitable; ten would probably enroll given a suitable program; eight probably would not enroll and eight would not enroll.

Reasons given for lack of interest were insufficient information about an external degree by 21 respondents and preference for an established program by one respondent.

VI. IMPLICATIONS FOR PLANNING

Characteristics of the respondents together with circumstances limiting a person's right to practice nursing home administration tend to reinforce the need to continue to offer non-credit continuing education courses.

The size of the groups responding to interest in a degree program indicates that serious planning should be undertaken as soon as possible for one of the degree levels.

Based on a number of factors such as number of potential students, size of facilities, educational requirements for admission to the licensing examination and thus to the practice of nursing home administration, priority should be given to the baccalaureate degree level, specifically for practicing administrators.

The characteristics of the respondents to the questionnaire indicate that a traditional degree program will not fulfill their needs otherwise those enrolled would have been a much larger group. We may hypothesize that the small number presently attending on a degree or credit basis had a special need or motivation and found a program that offered a satisfactory solution.

The middle age range, 31-50 years, which accounts for 79% of those selecting the baccalaureate option are the most promising potential students. Those over 50 years of age should realistically be discounted as serious degree candidates. The time element involved in earning a baccalaureate may prove too formidable for this age.

Recruiting efforts should include students who expressed interest in credit courses and who do not have a degree. The reasons given by some, such as a degree not being necessary, uncertainty about career plans, eligibility and suitability could change over time.

If, as our data indicate, the high age range of the largest group of respondents is representative of the field, replacement potential is an important variable for educational institutions to consider in developing a multi-level system of education for the long term care field within the health care system.

If the 21-40 age group is representative of the field, two hypotheses appear supportable: (1) opportunities are greater for entering males than females, and (2) more entering administrators already have an earned baccalaureate. The first has implications for recruitment and counseling policies. The second points to the need to consider the feasibility of developing at a future time a traditional health administration baccalaureate program to prepare entering administrators specifically for this field since there is a lack of such programs at present, and also to make tentative plans for a non-traditional master's degree which will prepare practicing administrators for new roles which will evolve as the long term sector continues to grow and change.

APPENDIX A

Cover Letter and Survey of Educational Interests of Long Term Care Administrative Personnel

GRADUATE SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF PITTSBURGH • PITTSBURGH, PENNSYLVANIA 15261

DEPARTMENT OF PUBLIC HEALTH PRACTICE

TO: ADMINISTRATORS OF LONG TERM CARE FACILITIES

FROM: Dr. A. L. Kleppick, Center for Long Term Care Education

DATE: September, 1973

Provision of educational programs for the Long Term Care field must be on a more systematic basis than the impromptu planning that has characterized programming thus far.

If we, as an educational institution, are to provide you with programs that reflect your needs you alone can provide us with a clear identification of those needs in regard to kinds of programs and time and places you want them offered.

Please fill out and return the enclosed Questionnaire by October 1, 1973 so that we can make our decisions on the basis of information you supply to us directly.

An addressed envelope is enclosed for your convenience.

Thank you for your cooperation in supplying us with this very important information.

CENTER FOR LONG TERM CARE EDUCATION
UNIVERSITY OF PITTSBURGH
207J PARRAN HALL
PITTSBURGH, PENNSYLVANIA 15261
PHONE (412) 624-3126 or 3127

SURVEY OF EDUCATIONAL INTERESTS OF LONG TERM CARE ADMINISTRATIVE PERSONNEL

ALL RESPONDENTS PLEASE ANSWER QUESTIONS 1 THROUGH 11.

ANSWER QUESTIONS 12 THROUGH 38 AS DIRECTED BY THE SPECIAL INSTRUCTIONS.

1. Location of your facility

(Please leave blan

________________________ (City)　　__________ (Zip Code)　　__________ 1-2-3-4

PLEASE ENTER THE APPROPRIATE NUMBER ON THE BLANK LINE OPPOSITE EACH QUESTION. eg., IF YOUR FACILITY IS A PROPRIETARY ENTER THE NUMERAL 1 ON THE BLANK LINE AT THE RIGHT MARGIN OF THE QUESTIONNAIRE, IF A NON-PROFIT, ENTER 2 AND IF A GOVERNMENT FACILITY, ENTER 3.

2. Your facility is:

   1. Proprietary
   2. Not-For-Profit
   3. Government (State, County, Etc.)

__________ 5

3. Use the appropriate number to indicate your present position. (List primary employment only.)

   1. Administrator
   2. Associate Administrator
   3. Assistant Administrator
   4. Co-Administrator
   5. Executive Director
   6. Director of Nursing Service
   7. Charge Nurse
   8. Business Manager
   9. Other ________________________ (Please specify)

__________ 6

4. Use the appropriate number to indicate the kind of your facility.

   1. Skilled Nursing Facility
   2. Intermediate Care Facility
   3. Skilled Nursing and Intermediate Care Facility
   4. Personal Care Facility
   5. Residential Care Facility
   6. Extended Care Facility

__________ 7

5. What is the present size of your facility?

    1. 1 - 25 beds
    2. 26 - 50 beds
    3. 51 - 100 beds
    4. 101 - 150 beds
    5. 151 - 200 beds
    6. 200 and over

8

6. If your bed complement will change within the next 5 years, please indicate the size of the change by choosing the appropriate number.

    1. 1 - 25 bed increase
    2. 1 - 25 bed decrease
    3. 26 - 50 bed increase
    4. 26 - 50 bed decrease
    5. Over 50 bed increase
    6. Over 50 bed decrease
    7. Neither increase nor decrease anticipated

9

7. What is your present age?

    1. Under 20
    2. 21 - 30
    3. 31 - 40
    4. 41 - 50
    5. Over 50

10

8. Your sex:

    1. Male
    2. Female

11

9. With regard to permanent licensure you: (Choose the statement that applies to you.)

    1. Hold a current Nursing Home Administrator's License (NHA)
    2. Hold a temporary permit and are applying for a permanent license
    3. Desire to apply for the NHA License
    4. Are not interested in the NHA License

12

10. From the options listed below choose the ONE statement that best describes your present educational status.

01. Have less than a high school diploma or its equivalent
02. Have a high school diploma or GED
03. Have a high school diploma plus a nursing school diploma
04. Have a high school diploma plus a vocational school diploma
05. Have some college credit courses
06. Have an associate degree
07. Have a terminal associate degree
08. Have a bachelor's degree
09. Have a bachelor's degree plus post-baccalaureate credits
10. Have a master's degree
11. Have a master's degree plus post-master's credits
12. Have more than one master's degree
13. Have an M.D.

13-14

11. The State of Pennsylvania requires 24 clock hours of education for biennial relicensure and by 1977 will require a minimum of 2 years of post-secondary education for new entrants. Education for the long term care field will become more formalized as higher levels of professional standards develop. To have an input into the planning of educational programs serving your needs please choose the ONE option below which best describes your educational interests.

1. Interested in a bachelor's degree
2. Have bachelor's. Interested in a master's degree
3. Not interested in either degree. Interested in credit courses only
4. Not interested in either degree or credit courses. Will meet educational requirements through non-credit continuing education

15

IF YOUR ANSWER TO QUESTION 11 IS OPTION 1 OR 2, ANSWER QUESTION 12.
IF YOUR ANSWER TO QUESTION 11 IS OPTION 3, SKIP TO QUESTION 17.
IF YOUR ANSWER TO QUESTION 11 IS OPTION 4, SKIP TO QUESTION 34.

12. Are you presently enrolled in a degree program in an institution of higher education?

1. Yes
2. No

16

IF YOUR ANSWER TO QUESTION 12 IS NO, PLEASE SKIP TO QUESTION 21.
IF YOUR ANSWER TO QUESTION 12 IS YES, ANSWER QUESTIONS 13 THROUGH 16.

13. If you are presently enrolled, please indicate the type of institution you are attending.

1. Community or Junior College
2. State College
3. State-Related University - Main Campus
4. State-Related University - Extension Campus
5. Private College
6. Private University

17

14. If you are currently enrolled in a degree program, indicate your present educational level. CHOOSE ONE ANSWER ONLY. (NOTE: If you are on the quarter system, 2/3 of your quarter units will equal your earned semester units.)

1. Have fewer than 30 semester units of credit. Am working for an associate degree
2. Have fewer than 30 semester units of credit. Am working for a bachelor's degree
3. Have between 30 and 60 semester units of credit. Am working for an associate degree
4. Have between 30 and 60 semester units of credit. Am working for a bachelor's degree
5. Have between 61 and 90 semester units of credit on a bachelor's degree
6. Have a bachelor's degree. Am working on a master's degree
7. Have a master's degree. Am working on another master's degree

________ 18

15. If you are presently enrolled in a college level program and have chosen a major field of study, select the number which identifies it.

01. Long Term Care Administration
02. Hospital Administration
03. Mental Health Administration
04. Business Administration
05. Public Administration
06. Public Health Administration
07. Social Work
08. Nursing
09. Physical Therapy
10. Gerontology
11. Occupational Therapy
12. Health Services Administration
13. Other ________________
(Describe)

________ 19-20

16. If you have not yet selected a major field of study indicate which you are planning to choose by selecting the appropriate number.

01. Long Term Care Administration
02. Hospital Administration
03. Mental Health Administration
04. Business Administration
05. Public Administration
06. Public Health Administration
07. Social Work
08. Nursing
09. Physical Therapy
10. Gerontology
11. Occupational Therapy
12. Health Services Administration
13. Other ________________
(Describe)

________ 21-22

IF YOU ARE CURRENTLY ENROLLED IN A DEGREE PROGRAM AND HAVE COMPLETED THE QUESTIONS THROUGH #16, PLEASE STOP AND RETURN THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION.

IF YOU ARE INTERESTED IN CREDIT COURSES ONLY (OPTION 3, QUESTION 11) ANSWER QUESTIONS 17 THROUGH 20 UNLESS OTHERWISE INDICATED.

17. As indicated by your selection of option 3 in Question 11 you are NOT interested in a degree program. SELECT ONE ANSWER ONLY to explain why.

1. Have a degree. Am only interested in special subject areas to improve or up-date my qualifications
2. A degree is not necessary in my work
3. Am uncertain of my career plans
4. No suitable program is available
5. Am not sure I am eligible for one
6. Other ______________________ (Describe)

______ 23

18. Are you presently enrolled in credit courses in an institution of higher education?

1. Yes
2. No

______ 24

IF YOUR ANSWER IS NO, PLEASE SKIP TO QUESTION 27 AND ANSWER QUESTIONS 27 THROUGH 32.

19. If you are presently enrolled, please indicate the type of institution you are attending.

1. Community or Junior College
2. State College
3. State-Related University - Main Campus
4. State-Related University - Extension Campus
5. Private College
6. Private University

______ 25

20. How many credits have you earned to date?

1. 1 - 5
2. 6 - 10
3. 11 - 15
4. More than 15

______ 26

IF YOU ARE PRESENTLY ENROLLED IN CREDIT COURSES AND HAVE COMPLETED QUESTION 20, STOP HERE AND RETURN THE QUESTIONNAIRE.

THANK YOU FOR YOUR COOPERATION.

IF, AS INDICATED BY YOUR SELECTION OF OPTI[illegible]S 1 OR 2 IN QUESTION 11, YOU ARE INTERESTED IN A BACHELOR'S OR MASTER'[illegible]UT YOU ARE NOT ACTIVELY WORKING ON ONE AT PRESENT (QUESTION 12), ANSW[illegible] QUESTIONS 21 THROUGH 33.

21. Please choose the ONE statement below that best describes your present educational status.
    1. Hold a bachelor's degree plus some post-baccalaureate credits
    2. Hold a bachelor's degree
    3. Have an associate degree
    4. Have completed 30 to 60 credits of a college undergraduate program and am eligible to continue
    5. Have completed less than 30 credits of a college undergraduate program and am eligible to continue
    6. Have taken some college course work
    7. Have never taken any college work

______ 27

22. Indicate how long it has been since your last course if you have previously attended college.
    1. Less than a year
    2. 1 year ago
    3. 2 years ago
    4. 3 years ago
    5. 4-6 years ago
    6. 7-9 years ago
    7. 10 years ago or longer

______ 28

23. What kind of school would you prefer to enroll in?
    1. Community College
    2. Four year College or University
    3. Other ______________________ (Please specify)

______ 29

24. When can you start? (SELECT 1 OPTION ONLY)
    1. 1973-74 School year
    2. 1974-75 School year
    3. Other ______________________ (Please specify)

______ 30

25. Which ONE option below would you select if you are interested in earning a bachelor's or master's degree?

1. Enroll in a Community College and transfer to a 4 year college/university at the upper division level
2. Study for a bachelor's as a full time on-campus day student at a 4 year college/university
3. Study for a bachelor's as a part time on-campus day student at a 4 year college/university
4. Study for a bachelor's as a part time on-campus evening student at a 4 year college/university

5. Study for a bachelor's in a degree program that is flexible with respect to location and time
6. Study for a master's as a full time on-campus student
7. Study for a master's as a part time on-campus day student
8. Study for a master's as a part time on-campus evening student
9. Study for a master's as a student in a degree program that is flexible with respect to location and time

__________ 31

26. Please select ONE of the following to indicate the academic field which you will select when you enroll.

01. Long Term Care Administration
02. Hospital Administration
03. Mental Health Administration
04. Business Administration
05. Public Administration
06. Public Health Administration
07. Social Work
08. Nursing
09. Physical Therapy
10. Gerontology
11. Occupational Therapy
12. Health Services Administration
13. None of the above
14. Uncertain

__________ 32-33

27. How much travel time are you willing to spend to attend class? (Base your answer on 1 way travel time from your place of employment.)

1. 15 - 30 minutes
2. 45 minutes
3. one hour
4. 1 1/2 hours
5. More than 1 1/2 hours

__________ 34

28. If classes can be offered both on and off campus, indicate your preference for location by ranking your first choice 1, second choice 2 and third choice 3.

1. University main campus ______ 35
2. University extension campus ______ 36
3. Off-campus location near facility ______ 37

29. Please express your preference for kind of instructional programs by ranking first choice 1, second choice 2, third choice 3 and fourth choice 4.

1. Formal classes scheduled from Monday through Friday during day or evening hours of the fall and winter term ______ 38
2. Formal classes scheduled Monday through Friday during day or evening hours of the spring and summer months ______ 39
3. Formal classes scheduled on Saturday in all months ______ 40
4. Guided independent study (i.e. home) courses with short intensive seminars ______ 41

30. There are many different ways of scheduling classes. This is true of the traditional type of classes as well as the independent study courses. Please indicate your preference for scheduling by entering the code number of the appropriate response on the blank line opposite each option.

CODE NUMBERS AND MEANING:
1. Preferable
2. Acceptable but not preferable
3. Unacceptable

Morning (9 a.m. - 11 a.m.) class ______ 42
Early afternoon (1 p.m. - 3 p.m.) class ______ 43
Late afternoon (3 p.m. - 5 p.m.) class ______ 44
Early evening (6 p.m. - 8 p.m.) class ______ 45
Saturday morning (9 a.m. - 12 noon) class ______ 46
One session per week ______ 47
Two sessions per week ______ 48
Independent study combined with seminars every Saturday ______ 49
Independent study combined with a one-week seminar at the beginning and end of each term ______ 50
Independent study combined with a seminar one day every week of the term ______ 51

31. Please indicate your preference for the mode of instruction by placing 1 for your first choice, 2 for your second choice, 3 for your third choice and 4 for your fourth choice. SELECT ONLY ONE FIRST CHOICE, ONE SECOND CHOICE, ONE THIRD CHOICE AND ONE FOURTH CHOICE.

Lecture - discussion ____________ 52

Seminar ____________ 53

Independent study with intensive seminar ____________ 54

T.V. instruction ____________ 55

32. Courses in an External Degree model may be developed. Please indicate the likelihood of your enrolling in such a program.

1. Would enroll if a suitable program is developed
2. Would probably enroll if a suitable program is developed
3. Would probably not enroll even if a suitable program is developed
4. Would not enroll

____________ 56

IF YOU ANSWERED OPTIONS 3 OR 4 IN QUESTION 32, PLEASE ANSWER QUESTION 33.

33. Is your lack of interest in an External Degree because you

1. Prefer an established program to a new type
2. Don't know enough about an external degree program to make a choice
3. Other ______________________ (Describe)

____________ 57

IF YOU HAVE COMPLETED ALL QUESTIONS AS INSTRUCTED STOP HERE AND RETURN THE QUESTIONNAIRE.

THANK YOU FOR YOUR COOPERATION.

* * * * * * * * * * *

IF YOU SELECTED OPTION 4 IN QUESTION 11, (PREFERENCE FOR CONTINUING EDUCATION) PLEASE ANSWER QUESTIONS 34 THROUGH 38.

34. How many clock hours of courses have you taken to date on your 24 required hours for biennial registration?

1. None
2. 1 - 6
3. 6 - 12
4. 12 - 18
5. 18 - 24
6. More than 24

____________ 58

35. Indicate your preference for the format of programs by entering the code number of the appropriate response on the blank line opposite each option.

CODE NUMBERS AND MEANING:
1. Preferable
2. Acceptable but not preferable
3. Unacceptable

Formal class presentation ____ 59
Forums ____ 60
Panel presentation ____ 61
Lecture series ____ 62

36. Please indicate the instructional mode you benefit from most by ranking the options shown below starting with 1 for most preferred and ending with 5 for least preferred.

1. Lecture - Discussion ____ 63
2. Seminar ____ 64
3. Small group work ____ 65
4. Self instructional programs ____ 66
5. Television instruction ____ 67

37. Indicate your preference for length of programs by entering the code numbers of the selected response on the blank line opposite each option.

CODE NUMBERS AND MEANING:
1 Preferable
2. Acceptable but not preferable
3. Unacceptable

1 day (6 hours) ____ 68
1 1/2 days (10 hours) ____ 69
2 days (12 hours) ____ 70
2-2 1/2 days (15 hours) ____ 71
3 days (18 hours) ____ 72
1 day per week for 4-6 weeks (12-18 hours) ____ 73
1 day per week for 6-8 weeks (18-24 hours) ____ 74

38. Please indicate your preference for scheduling of programs by entering the code number of the appropriate response on the blank line opposite each option.

CODE NUMBERS AND MEANING:
1. Preferable
2. Acceptable but not preferable
3. Unacceptable

Morning	9 a.m. - 12 noon	______ 75
Afternoon	1 p.m. - 4 p.m.	______ 76
Evening	5 p.m. - 8 p.m.	______ 77
All day	9 a.m. - 4 p.m.	______ 78
All day	1 p.m. - 8 p.m.	______ 79
Saturday	9 a.m. - 12 noon	______ 80

IF YOU HAVE ANSWERED ALL THE QUESTIONS ON CONTINUING EDUCATION PROGRAMS, PLEASE RETURN QUESTIONNAIRE.

THANK YOU FOR YOUR COOPERATION.

APPENDIX B

Tables of Results

Table 1. Position Of Administrators
(n=413)

	Frequency	Percent
Executive Director	17	4.1
Administrator	330	79.9
Co-Administrator	11	2.7
Associate Administrator	15	3.6
Assistant Administrator	40	9.7

Table 2. Environmental Characteristics Of Administrators (n=413)

	Frequency	Percent
Facility Type		
Proprietary	199	48.2
Not-For-Profit	166	40.2
Government	47	11.4
Ownership		
Employee	201	48.7
Owner	32	7.7
Facility Kind		
Skilled Nursing Care	215	52.1
Skilled Nursing and Intermediate Care	91	22.0
Skilled Nursing and Combination of Others	49	11.9
Intermediate Care	30	7.3
Extended Care	16	3.9
Residential Care	12	2.9
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	50	12.1
26- 50 Beds	96	23.2
51-100 Beds	129	31.2
101-150 Beds	66	16.0
151-200 Beds	27	6.5
Over 200 Beds	45	10.9
Expected Change in Size		
1-25 Bed Increase	42	10.2
1-25 Bed Decrease	6	1.5
26-50 Bed Increase	34	8.2
26-50 Bed Decrease	10	2.4
Over 50 Bed Increase	78	18.9
Over 50 Bed Decrease	14	3.4
No Change Expected	208	50.4

Table 3. Personal and Professional Characteristics Of Administrators
(n=413)

	Frequency	Percent
Age		
Under 20 Years	1	.2
21-30 Years	24	5.8
31-40 Years	74	17.9
41-50 Years	135	32.7
Over 50 Years	178	43.1
Sex		
Male	225	54.5
Female	188	45.5
NHA License Status		
Hold NHA	346	83.8
Hold Temporary NHA	26	6.3
Desire to Apply	33	8.0
Not Interested	6	1.5
Length of Experience In Present Position		
1- 5 Years	84	20.3
6-10 Years	59	14.3
11-15 Years	25	6.1
16-20 Years	13	3.1
21-25 Years	3	.7
Over 25 Years	5	1.2
Length of Experience In Health Field		
1- 5 Years	41	9.9
6-10 Years	49	11.9
11-15 Years	45	10.9
16-20 Years	23	5.6
21-25 Years	11	2.7
Over 25 Years	17	4.1

......MORE

Table 3. Continued

	Frequency	Percent
Education		
Less Than High School Diploma Or Equivalent	3	.7
High School Diploma Or GED	86	20.8
High School Diploma Plus Nursing Diploma	60	14.5
High School Diploma Plus Vocational School Diploma	19	4.6
Some College Credits	77	18.6
Associate Degree	10	2.4
Terminal Associate Degree	0	0.0
Bachelor's Degree	49	11.9
Bachelor's Degree Plus Post-Baccalaureate Credits	56	13.6
Master's Degree	29	7.0
Master's Degree Plus Post-Master's Credits	18	4.4
More Than One Master's Degree	3	.7
M. D. Degree	3	.7

Table 4. Crosstabulation Of Education By Facility Type Of Administrators (n=413)

Education	Facility Type Proprietary	Not-for-Profit	Government	No Response	Row Total
Less Than High School or GED	1 33.3 0.5	2 66.7 1.2	0 0.0 0.0	0 0.0 0.0	3 0.7
High School Diploma or GED	46 53.5 23.1	29 33.7 17.5	10 11.6 21.3	1 1.2 100.0	86 20.8
High School Plus Nursing Diploma	36 60.0 18.1	18 30.0 10.8	6 10.0 12.8	0 0.0 0.0	60 14.5
High School Plus Vocational Diploma	7 36.8 3.5	11 57.9 6.6	1 5.3 2.1	0 0.0 0.0	19 4.6
Some College Credits	42 54.5 21.1	28 36.4 16.9	7 9.1 14.9	0 0.0 0.0	77 18.6
Associate Degree	5 50.0 2.5	4 40.0 2.4	1 10.0 2.1	0 0.0 0.0	10 2.4
Bachelor's Degree	25 51.0 12.6	17 34.7 10.2	7 14.3 14.9	0 0.0 0.0	49 11.9
Bachelor's Degree Plus	22 39.3 11.1	29 51.8 17.5	5 8.9 10.6	0 0.0 0.0	56 13.6
Master's Degree	9 31.0 4.5	14 48.3 8.4	6 20.7 12.8	0 0.0 0.0	29 7.0
Master's Degree Plus	4 22.2 2.0	12 66.7 7.2	2 11.1 4.3	0 0.0 0.0	18 4.4
Two or More Master's Degrees	0 0.0 0.0	2 66.7 1.2	1 33.3 2.1	0 0.0 0.0	3 0.7
MD	2 66.7 1.0	0 0.0 0.0	1 33.3 2.1	0 0.0 0.0	3 0.7
Column Total	199 48.2	166 40.2	47 11.4	1 0.2	413 100.0

For this crosstabulation the first number in each cell is the frequency; the second number is the row percent; and the third number is the column percent for that cell.

Table 5. Position Of Non-Administrators
(n=58)

	Frequency	Percent
Director of Nursing	35	60.3
Charge Nurse	2	3.4
Business Manager	2	3.4
Other	19	32.8

Table 6. Environmental Characteristics Of Non-Administrators (n=58)

	Frequency	Percent
Facility Type		
Proprietary	21	36.2
Not-For-Profit	25	43.1
Government	12	20.7
Ownership		
Employee	43	74.1
Owner	1	1.7
Facility Kind		
Skilled Nursing Care	25	43.1
Skilled Nursing and Intermediate Care	24	41.4
Skilled Nursing and Combination of Others	2	3.4
Intermediate Care	3	5.1
Extended Care	2	3.5
Residential Care	2	3.5
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	4	6.9
26- 50 Beds	8	13.8
51-100 Beds	12	20.7
101-150 Beds	17	29.3
151-200 Beds	6	10.3
Over 200 Beds	11	19.0
Expected Change in Size		
1-25 Bed Increase	3	5.2
1-25 Bed Decrease	1	1.7
26-50 Bed Increase	4	6.9
26-50 Bed Decrease	4	6.9
Over 50 Bed Increase	6	10.3
Over 50 Bed Decrease	6	10.3
No Change Expected	33	56.9

Table 7. Personal And Professional Characteristics Of Non-Administrators (n=58)

	Frequency	Percent
Age		
Under 20 Years	1	1.7
21-30 Years	8	13.8
31-40 Years	15	25.9
41-50 Years	18	31.0
Over 50 Years	16	27.6
Sex		
Male	10	17.2
Female	48	82.8
NHA License Status		
Hold NHA	18	31.0
Hold Temporary NHA	3	5.2
Desire To Apply	22	37.9
Not Interested	15	25.9
Length Of Experience In Present Position		
1- 5 Years	31	53.4
6-10 Years	11	19.0
11-15 Years	2	3.4
16-20 Years	0	0.0
21-25 Years	0	0.0
Over 25 Years	0	0.0
Length Of Experience In Health Field		
1- 5 Years	7	12.1
6-10 Years	7	12.1
11-15 Years	6	10.3
16-20 Years	11	19.0
21-25 Years	5	8.6
Over 25 Years	7	12.1

......MORE

Table 7. Continued

	Frequency	Percent
Education		
Less Than High School Diploma Or Equivalent	0	0.0
High School Diploma Or GED	2	3.4
High School Diploma Plus Nursing Diploma	24	41.4
High School Diploma Plus Vocational School Diploma	3	5.2
Some College Credits	4	6.9
Associate Degree	3	5.2
Terminal Associate Degree	0	0.0
Bachelor's Degree	8	13.8
Bachelor's Degree Plus Post-Baccalaureate Credits	9	15.5
Master's Degree	1	1.7
Master's Degree Plus Post-Master's Credits	3	5.2
More Than One Master's Degree	1	1.7
M. D. Degree	0	0.0

Table 8. Educational Interests Of Respondents
(n=473)

Educational Interest	Position			
	Administrators		Non-Administrators	
	Frequency	Percent	Frequency	Percent
Bachelor's Degree	62	15.0	15	25.9
Master's Degree	51	12.3	12	20.7
Credit Courses	129	29.5	9	15.5
Non-Credit Courses	178	43.1	22	37.9

Table 9. Characteristics Of Administration Not Presently Enrolled In A Bachelor's Degree Program (n=51)

	Frequency	Percent
Position		
Executive Director	1	2.0
Administrator	45	88.2
Co-Administrator	2	3.9
Associate Administrator	0	0.0
Assistant Administrator	3	5.9
Facility Type		
Proprietary	31	60.8
Not-For-Profit	16	31.4
Government	4	7.8
Facility Kind		
Skilled Nursing Care	30	58.8
Skilled Nursing and Intermediate Care	5	9.8
Skilled Nursing and Combination of Others	3	5.9
Intermediate Care	7	13.7
Extended Care	5	9.8
Residential Care	1	2.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	11	21.6
26- 50 Beds	19	37.3
51-100 Beds	7	13.7
101-150 Beds	10	19.6
151-200 Beds	1	2.0
Over 200 Beds	3	5.9
Expected Change In Size		
1-25 Bed Increase	4	7.8
1-25 Bed Decrease	1	2.0
26-50 Increase	6	11.8
26-50 Decrease	3	5.9
Over 50 Bed Increase	11	21.6
Over 50 Bed Decrease	0	0.0
No Change Expected	25	49.0

......More

Table 9. Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	3	5.9
31-40 Years	17	33.3
41-50 Years	20	39.2
Over 50 Years	11	21.6
Sex		
Male	20	39.2
Female	31	60.8
NHA License Status		
Hold NHA	45	88.2
Hold Temporary NHA	3	5.9
Desire To Apply	0	0.0
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	8	15.7
High School Diploma Plus Nursing Diploma	16	31.4
High School Diploma Plus Vocational School Diploma	6	11.8
Some College Credits	15	29.4
Associate Degree	5	9.8
Terminal Associate Degree	0	0.0
Bachelor's Degree	0	0.0
Bachelor's Degree Plus Post-Baccalaureate Credits	0	0.0
Master's Degree	1	2.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	18	35.3
Northeast	10	19.6
Central	6	11.8
Southeast	17	33.3

Table 10. Characteristics Of Non-Administrators Not Presently Enrolled In A Bachelor's Degree Program (n=12)

	Frequency	Percent
Position		
Director Nursing	8	66.7
Charge Nurse	1	8.3
Business Manager	1	8.3
Other	2	16.7
Facility Type		
Proprietary	5	41.7
Not-For-Profit	4	33.3
Government	3	25.0
Facility Kind		
Skilled Nursing Care	7	58.3
Skilled Nursing and Intermediate Care	5	41.7
Skilled Nursing and Combination of Others	0	0.0
Intermediate Care	0	0.0
Extended Care	0	0.0
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	0	0.0
26- 50 Beds	3	25.0
51-100 Beds	6	50.0
101-150 Beds	0	0.0
151-200 Beds	1	8.3
Over 200 Beds	2	16.7
Expected Change In Size		
1-25 Bed Increase	1	8.3
1-25 Bed Decrease	0	0.0
26-50 Increase	0	0.0
26-50 Decrease	0	0.0
Over 50 Bed Increase	2	16.7
Over 50 Bed Decrease	1	8.3
No Change Expected	8	66.7

......More

Table 10. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	4	33.3
31-40 Years	2	16.7
41-50 Years	4	33.3
Over 50 Years	2	16.7
Sex		
Male	1	8.3
Female	11	91.7
NHA License Status		
Hold NHA	3	25.0
Hold Temporary NHA	0	0.0
Desire To Apply	8	66.7
Not Interested	1	8.3
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	1	8.3
High School Diploma Plus Nursing Diploma	5	41.7
High School Diploma Plus Vocational School Diploma	2	16.7
Some College Credits	2	16.7
Associate Degree	2	16.7
Terminal Associate Degree	0	0.0
Bachelor's Degree	0	0.0
Bachelor's Degree Plus Post-Baccalaureate Credits	0	0.0
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	8	66.7
Northeast	1	8.3
Central	0	0.0
Southeast	3	25.0

Table 11. Program Format Preferences Of Non-Enrolled Respondents Interested In A Bachelor's Degree Program (n=63)

	Frequency	Percent
Matriculation Preference		
Community College	18	28.6
Four Year College or University	29	46.0
Other	15	23.8
Program Design Preferen[illegible]		
Enroll in a Comm[illegible]y College and transfer to a 4 year college/university at the upper division level	3	4.8
Study for a bachelor's as a full time on-campus day student at a 4 year college/university	0	0.0
Study for a bachelor's as a part time on-campus day student at a 4 year college/university	3	4.8
Study for a bachelor's as a part time on-campus evening student at a 4 year college/university	10	15.9
Study for a bachelor's in a degree program that is flexible with respect to location and time	45	71.4
Study for a master's as a full time on-campus student	0	0.0
Study for a master's as a part time on-campus day student	0	0.0
Study for a master's as a part time on-campus evening student	0	0.0
Study for a master's as a student in a degree program that is flexible with respect to location and time	0	0.0
Academic Field Preference		
Long Term Care Administration	34	54.0
Hospital Administration	1	1.6
Mental Health Administration	0	0.0
Business Administration	5	7.9
Public Administration	0	0.0
Public Health Administration	0	0.0
Social Work	1	1.6
Nursing	7	11.1
Physical Therapy	0	0.0
Gerontology	0	0.0
Occupational Therapy	0	0.0
Health Services Administration	5	7.9
None of the Above	1	1.6
Uncertain	8	12.7

......MORE

Table 11. - Continued

Travel Time	Frequency	Percent
15 to 30 Minutes	16	25.4
45 Minutes	20	31.7
One Hour	16	25.4
One and one half hours	9	14.3
More than one and one half hours	2	3.2

Class Location Preference *

Location	Choice			
	First	Second	Third	No Response
University Main Campus	7 11.1	7 11.1	42 66.7	7 11.1
University Extension Campus	7 11.1	44 69.8	6 9.5	6 9.5
Off campus Location Near Facility	43 68.3	6 9.5	12 19.0	2 3.2

Preference for Kind of Instructional Program

Instructional Program	Choice				
	First	Second	Third	Fourth	No Response
Formal classes scheduled Monday through Friday during day or evening hours in the fall and winter terms	18 28.6	10 15.9	17 27.0	15 23.8	3 4.8
Formal classes scheduled Monday through Friday during day or evening hours of the spring and summer terms	5 7.9	16 25.4	21 33.3	18 28.6	3 4.8
Formal classes scheduled on Saturday in all months	4 6.3	27 42.9	8 12.7	19 30.2	5 7.9
Guided Independent study (i.e. home) courses with short intensive seminars	4 6.3	32 50.8	7 11.1	12 19.0	8 12.7

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* For this crosstabulation and those that follow the first number in each cell is the frequency; the second number is the row percent for that cell.

Table 11. - Continued

Preference For Time Schedule

	Preference			
	Preferable	Acceptable but not Preferable	Unacceptable	No Response
Hours				
Morning (9 a.m.-11 a.m.) class	16 25.4	12 19.0	33 52.4	2 3.2
Early afternoon (1 p.m.-3 p.m.) class	11 17.5	22 34.9	26 41.3	4 6.3
Late afternoon (3 p.m.-5 p.m.) class	8 12.7	28 44.4	24 38.1	3 4.8
Early evening (6 p.m.-8 p.m.) class	35 55.6	18 28.6	8 12.7	2 3.2
Saturday morning (9 a.m.-12 noon) class	21 33.3	23 36.5	16 25.4	3 4.8
Days				
One Session per week	22 34.4	31 49.2	6 9.5	4 6.3
Two sessions per week	33 52.4	20 31.7	8 12.7	2 3.2
Independent study combined with seminars every Saturday	17 27.0	27 42.9	16 25.4	3 4.8
Independent study combined with a one-week seminar at the beginning and end of each term	29 46.0	19 30.2	12 19.0	3 4.8
Independent study combined with a seminar day every week of the term	19 30.2	28 44.4	13 20.6	3 4.8

Table 11. - Continued

Preference For Mode Of Instruction

Mode of Instruction	Choice				
	First	Second	Third	Fourth	No Respon
Lecture-discussion	29 46.0	12 19.0	14 22.2	7 11.1	1 1.6
Seminar	5 7.9	29 46.0	23 36.5	5 7.9	1 1.6
Independent study with intensive Seminars	25 39.7	13 20.6	19 30.2	5 7.9	1 1.6
TV Instruction	3 4.8	8 12.7	6 9.5	45 71.4	1 1.6

Table 12. Characteristics Of Administrators Presently Enrolled In A Bachelor's Degree Program $_{(n=11)}$

	Frequency	Percent
Position		
Executive Director	0	0.0
Administrator	8	72.7
Co-Administrator	1	9.1
Associate Administrator	0	0.0
Assistant Administrator	2	18.2
Facility Type		
Proprietary	6	54.5
Not-For-Profit	5	45.5
Government	0	0.0
Facility Kind		
Skilled Nursing Care	7	63.6
Skilled Nursing and Intermediate Care	2	18.2
Skilled Nursing and Combination of Others	0	0.0
Intermediate Care	2	18.2
Extended Care	0	0.0
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	4	36.4
26- 50 Beds	4	36.4
51-100 Beds	2	18.2
101-150 Beds	1	9.1
151-200 Beds	0	0.0
Over 200 Beds	0	0.0
Expected Change In Size		
1-25 Bed Increase	0	0.0
1-25 Bed Decrease	0	0.0
26-50 Increase	1	9.1
26-50 Decrease	0	0.0
Over 50 Bed Increase	5	45.5
Over 50 Bed Decrease	0	0.0
No Change Expected	5	45.5

......More

Table 12. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	0	0.0
31-40 Years	6	54.5
41-50 Years	4	36.4
Over 50 Years	1	9.1
Sex		
Male	3	27.3
Female	8	72.7
NHA License Status		
Hold NHA	8	72.7
Hold Temporary NHA	1	9.1
Desire To Apply	2	18.2
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	0	0.0
High School Diploma Plus Nursing Diploma	1	9.1
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	10	90.9
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	0	0.0
Bachelor's Degree Plus Post-Baccalaureate Credits	0	0.0
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	1	9.1
Northeast	2	18.2
Central	2	18.2
Southeast	6	54.5

Table 13. Characteristics Of Non-Administrators Presently Enrolled In A Bachelor's Degree Program

(n=3)

	Frequency	Percent
Position		
Director of Nursing	2	66.7
Charge Nurse	0	0.0
Business Manager	0	0.0
Other	1	33.3
Facility Type		
Proprietary	1	33.3
Not-For-Profit	2	66.7
Government	0	0.0
Facility Kind		
Skilled Nursing Care	2	66.7
Skilled Nursing and Intermediate Care	1	33.3
Skilled Nursing and Combination of Others	0	0.0
Intermediate Care	0	0.0
Extended Care	0	0.0
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	0	0.0
26- 50 Beds	0	0.0
51-100 Beds	0	0.0
101-150 Beds	1	33.3
151-200 Beds	1	33.3
Over 200 Beds	1	33.3
Expected Change In Size		
1-25 Bed Increase	0	0.0
1-25 Bed Decrease	1	33.3
26-50 Increase	0	0.0
26-50 Decrease	0	0.0
Over 50 Bed Increase	1	33.3
Over 50 Bed Decrease	0	0.0
No Change Expected	1	33.3

......More

Table 13. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	0	0.0
31-40 Years	1	33.3
41-50 Years	1	33.3
Over 50 Years	1	33.3
Sex		
Male	1	33.3
Female	2	66.7
NHA License Status		
Hold NHA	1	33.3
Hold Temporary NHA	0	0.0
Desire To Apply	2	66.7
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	0	0.0
High School Diploma Plus Nursing Diploma	2	66.7
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	0	0.0
Associate Degree	1	33.3
Terminal Associate Degree	0	0.0
Bachelor's Degree	0	0.0
Bachelor's Degree Plus Post-Baccalaureate Credits	0	0.0
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	2	66.7
Northeast	0	0.0
Central	0	0.0
Southeast	1	33.3

Table 14. Characteristics Of Administrators Not Presently Enrolled In A Master's Degree Program

(n=45)

	Frequency	Percent
Position		
Executive Director	3	6.7
Administrator	35	77.8
Co-Administrator	1	2.2
Associate Administrator	0	0.0
Assistant Administrator	6	13.3
Facility Type		
Proprietary	23	51.1
Not-For-Profit	18	40.0
Government	4	8.9
Facility Kind		
Skilled Nursing Care	28	62.2
Skilled Nursing and Intermediate Care	11	24.4
Skilled Nursing and Combination of Others	3	6.6
Intermediate Care	1	2.2
Extended Care	2	4.4
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	1	2.2
26- 50 Beds	11	24.4
51-100 Beds	11	24.4
101-150 Beds	12	26.7
151-200 Beds	4	8.9
Over 200 Beds	6	13.3
Expected Change In Size		
1-25 Bed Increase	4	8.9
1-25 Bed Decrease	0	0.0
26-50 Increase	5	11.1
26-50 Decrease	2	4.4
Over 50 Bed Increase	15	33.3
Over 50 Bed Decrease	2	4.4
No Change Expected	16	35.6

......More

Table 14. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	7	15.6
31-40 Years	13	28.9
41-50 Years	18	40.0
Over 50 Years	7	15.6
Sex		
Male	37	82.2
Female	8	17.8
NHA License Status		
Hold NHA	35	77.8
Hold Temporary NHA	2	4.4
Desire To Apply	8	17.8
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	0	0.0
High School Diploma Plus Nursing Diploma	0	0.0
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	0	0.0
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	18	40.0
Bachelor's Degree Plus Post-Baccalaureate Credits	23	51.1
Master's Degree	3	6.7
Master's Degree Plus Post-Master's Credits	1	2.2
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	22	48.9
Northeast	5	11.1
Central	3	6.7
Southeast	15	33.3

Table 15. Characteristics Of Non-Administrators Not Presently Enrolled In A Master's Degree Program
(n=12)

	Frequency	Percent
Position		
Director of Nursing	8	66.7
Charge Nurse	0	0.0
Business Manager	0	0.0
Other	4	33.3
Facility Type		
Proprietary	2	16.7
Not-For-Profit	5	41.7
Government	5	41.7
Facility Kind		
Skilled Nursing Care	6	50.0
Skilled Nursing and Intermediate Care	6	50.0
Skilled Nursing and Combination of Others	0	0.0
Intermediate Care	0	0.0
Extended Care	0	0.0
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	0	0.0
26- 50 Beds	0	0.0
51-100 Beds	4	33.3
101-150 Beds	4	33.3
151-200 Beds	0	0.0
Over 200 Beds	4	33.3
Expected Change In Size		
1-25 Bed Increase	2	16.7
1-25 Bed Decrease	0	0.0
26-50 Increase	1	8.3
26-50 Decrease	2	16.7
Over 50 Bed Increase	2	16.7
Over 50 Bed Decrease	1	8.3
No Change Expected	3	25.0

......More

Table 15. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	1	8.3
31-40 Years	6	50.0
41-50 Years	3	25.0
Over 50 Years	2	16.7
Sex		
Male	3	25.0
Female	9	75.0
NHA License Status		
Hold NHA	6	50.0
Hold Temporary NHA	1	8.3
Desire To Apply	5	41.7
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	0	0.0
High School Diploma Plus Nursing Diploma	1	8.3
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	0	0.0
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	4	33.3
Bachelor's Degree Plus Post-Baccalaureate Credits	6	50.0
Master's Degree	1	8.3
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	6	50.0
Northeast	1	8.3
Central	1	8.3
Southeast	4	33.3

Table 16. Program Format Preferences Of Non-Enrolled Respondents Interested In A Master's Degree Program (n=57)

Travel Time

	Frequency	Percent
15-30 Minutes	15	26.3
45 Minutes	17	29.8
One Hour	16	28.1
1½ hours	3	5.3
More than 1½ hours	5	8.8

Class Location Preference *

Location	Choice First	 Second	 Third	 No Response
University Main Campus	14 24.6	5 8.8	31 54.4	7 12.3
University Extension Campus	7 12.3	36 63.2	8 14.0	6 10.5
Off-Campus Location Near Facility	29 50.9	10 17.5	14 24.6	4 7.0

Preference for Kind of Instructional Programs

Instructional Program	Choice First	 Second	 Third	 Fourth	 No Response
Formal classes scheduled Monday through Friday during day or evening hours in the fall and winter terms	16 28.1	10 17.5	8 14.0	18 31.6	5 8.8
Formal classes scheduled Monday through Friday during day or evening hours of the spring and summer terms	5 8.8	13 22.8	21 36.8	11 19.3	7 12.3
Formal classes scheduled on Saturday in all months	11 19.3	18 31.6	9 15.8	14 24.6	5 8.8
Guided Independent study (i.e. home) courses with short intensive seminars	23 40.4	11 19.3	12 21.1	8 14.0	2 5.3

* For this crosstabulation and those that follow, the first number in each cell is the frequency; the second number is the row percent for that cell.

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Table 16. - Continued

Preference For Time Schedule

	Preference			
	Preferable	Acceptable but not Preferable	Unacceptable	No Respons
Hours				
Morning (9 a.m.-11 a.m.) class	10 17.5	14 24.6	28 49.1	5 8.8
Early afternoon (1 p.m.-3 p.m.) class	3 5.3	16 28.1	32 56.1	6 10.5
Late afternoon (3 p.m.-5 p.m.) class	6 10.5	23 40.4	23 40.4	5 8.8
Early evening (6 p.m.-8 p.m.) class	33 57.9	14 24.6	6 10.5	4 7.0
Saturday morning (9 a.m.-12 noon) class	15 26.3	22 38.6	15 26.3	5 8.8
Days				
One session per week	30 52.6	20 35.1	2 3.5	5 8.8
Two sessions per week	26 45.6	23 40.4	3 5.3	5 8.8
Independent study combined with seminars every Saturday	18 31.6	20 35.1	15 26.3	4 7.0
Independent study combined with a one-week seminar at the beginning and end of each term	23 40.4	22 38.6	9 15.8	3 5.3
Independent study combined with a seminar one day every week of the term	24 42.1	20 35.1	10 17.5	3 5.3

Table 16. - Continued

Preference for Mode of Instruction

Mode of Instruction	Choice				
	First	Second	Third	Fourth	No Respons
Lecture-discussion	22 38.6	8 14.0	21 36.8	6 10.5	0 0.0
Seminar	12 21.1	35 61.4	7 12.3	3 5.3	0 0.0
Independent study with intensive seminars	23 40.4	7 12.3	24 42.1	3 5.3	0 0.0
TV Instruction	0 0.0	7 12.3	5 8.8	45 78.9	0 0.0

Table 17. Characteristics Of Administrators Presently Enrolled In A Master's Degree Program
(n=6)

	Frequency	Percent
Position		
Executive Director	0	0.0
Administrator	5	83.3
Co-Administrator	0	0.0
Associate Administrator	0	0.0
Assistant Administrator	1	16.7
Facility Type		
Proprietary	2	33.3
Not-For-Profit	2	33.3
Government	2	33.3
Facility Kind		
Skilled Nursing Care	3	50.0
Skilled Nursing and Intermediate Care	2	33.3
Skilled Nursing and Combination of Others	1	16.7
Intermediate Care	0	0.0
Extended Care	0	0.0
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	1	16.7
26- 50 Beds	0	0.0
51-100 Beds	3	50.0
101-150 Beds	0	0.0
151-200 Beds	1	16.7
Over 200 Beds	1	16.7
Expected Change In Size		
1-25 Bed Increase	0	0.0
1-25 Bed Decrease	0	0.0
26-50 Increase	0	0.0
26-50 Decrease	0	0.0
Over 50 Bed Increase	3	50.0
Over 50 Bed Decrease	1	16.7
No Change Expected	1	16.7

......More

Table 17. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	2	33.3
31-40 Years	0	0.0
41-50 Years	2	33.3
Over 50 Years	2	33.3
Sex		
Male	3	50.0
Female	3	50.0
NHA License Status		
Hold NHA	5	83.3
Hold Temporary NHA	1	16.7
Desire To Apply	0	0.0
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	0	0.0
High School Diploma Plus Nursing Diploma	0	0.0
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	0	0.0
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	1	16.7
Bachelor's Degree Plus Post-Baccalaureate Credits	5	83.3
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	3	50.0
Northeast	0	0.0
Central	0	0.0
Southeast	3	50.0

Table 18. Characteristics Of Administrators Not Presently Enrolled In Credit Courses
(N=104)

	Frequency	Percent
Position		
Executive Director	6	5.8
Administrator	79	76.0
Co-Administrator	5	4.8
Associate Administrator	5	4.8
Assistant Administrator	9	8.7
Facility Type		
Proprietary	58	55.8
Not-For-Profit	34	32.7
Government	12	11.5
Facility Kind		
Skilled Nursing Care	58	55.8
Skilled Nursing and Intermediate Care	26	25.0
Skilled Nursing and Combination of Others	9	8.7
Intermediate Care	5	4.8
Extended Care	3	2.9
Residential Care	3	2.9
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	11	10.6
26- 50 Beds	27	26.0
51-100 Beds	35	33.7
101-150 Beds	9	8.7
151-200 Beds	6	5.8
Over 200 Beds	16	15.4
Expected Change In Size		
1-25 Bed Increase	11	10.6
1-25 Bed Decrease	0	0.0
26-50 Increase	8	7.7
26 -50 Decrease	3	2.9
Over 50 Bed Increase	15	14.4
Over 50 Bed Decrease	4	3.8
No Change Expected	57	54.8

......More

Table 18. - Continued

	Frequency	Percent
Age		
Under 20 Years	1	1.0
21-30 Years	7	6.7
31-40 Years	17	16.3
41-50 Years	32	30.8
Over 50 Years	46	44.2
Sex		
Male	55	52.9
Female	49	47.1
NHA License Status		
Hold NHA	88	84.6
Hold Temporary NHA	6	5.8
Desire To Apply	8	7.7
Not Interested	2	1.9
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	31	29.8
High School Diploma Plus Nursing Diploma	18	17.3
High School Diploma Plus Vocational School Diploma	4	3.8
Some College Credits	18	17.3
Associate Degree	1	1.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	14	13.5
Bachelor's Degree Plus Post-Baccalaureate Credits	7	6.7
Master's Degree	7	6.7
Master's Degree Plus Post-Master's Credits	4	3.8
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	32	30.8
Northeast	16	15.4
Central	25	24.0
Southeast	31	29.8

Table 19. Characteristics Of Non-Administrators Not Presently Enrolled In Credit Courses
(n=9)

	Frequency	Percent
Position		
Director of Nursing	3	42.9
Charge Nurse	1	14.3
Business Manager	0	0.0
Other	3	42.9
Facility Type		
Proprietary	4	57.1
Not-For-Profit	2	28.6
Government	1	14.3
Facility Kind		
Skilled Nursing Care	3	42.9
Skilled Nursing and Intermediate Care	2	28.6
Skilled Nursing and Combination of Others	0	0.0
Intermediate Care	1	14.3
Extended Care	1	14.3
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	2	28.6
26- 50 Beds	1	14.3
51-100 Beds	0	0.0
101-150 Beds	3	42.9
151-200 Beds	0	0.0
Over 200 Beds	1	14.3
Expected Change In Size		
1-25 Bed Increase	0	0.0
1-25 Bed Decrease	0	0.0
26-50 Increase	1	14.3
26-50 Decrease	0	0.0
Over 50 Bed Increase	1	14.3
Over 50 Bed Decrease	0	0.0
No Change Expected	5	71.4

......More

Table 19. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	1	14.3
31-40 Years	2	28.6
41-50 Years	2	28.6
Over 50 Years	2	28.6
Sex		
Male	1	14.3
Female	6	85.7
NHA License Status		
Hold NHA	3	42.9
Hold Temporary NHA	0	0.0
Desire To Apply	2	28.6
Not Interested	2	28.6
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	0	0.0
High School Diploma Plus Nursing Diploma	3	42.9
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	1	14.3
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	2	28.6
Bachelor's Degree Plus Post-Baccalaureate Credits	0	0.0
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	1	14.3
M. D. Degree	0	0.0
Region		
Western	3	42.9
Northeast	0	0.0
Central	0	0.0
Southeast	4	57.1

Table 20. Program Format Preferences Of Non-Enrolled Respondents Interested In Credit Courses (n=112)

Travel Time	Frequency	Percent
15-30 Minutes	24	21.4
45 Minutes	23	20.5
One hour	37	33.0
1½ hours	14	12.5
More than 1½ hours	10	8.9

Class Location Preference *

Location	Choice			
	First	Second	Third	No Response
University Main Campus	7 6.3	8 7.1	70 62.5	27 24.1
University Extension Campus	9 8.0	66 58.9	7 6.3	30 26.8
Off-campus Location Near Facility	71 63.4	7 6.3	28 25.0	6 5.4

Preference for Kind of Instructional Program

Instructional Program	Choice				
	First	Second	Third	Fourth	No Response
Formal classes scheduled from Monday through Friday during day or evening hours of the fall and winter terms	36 32.1	24 21.4	16 14.3	20 17.9	16 14.3
Formal classes scheduled Monday through Friday during day or evening hours of the spring and summer terms	11 9.8	35 31.3	32 28.6	16 14.3	18 16.1
Formal classes scheduled on Saturday in all months	7 6.3	25 22.3	28 25.0	35 31.3	17 15.2
Guided Independent study (i.e. home) courses with short intensive seminars	44 39.3	13 11.6	16 14.3	26 23.2	13 11.6

* For this crosstabulation and those that follow, the first number in each cell is the frequency; the second number is the row percent for that cell.

Table 20. - Continued

Preference For Time Schedule

		Preference		
	Preferable	Acceptable but not Preferable	Unacceptable	No Response
Hours				
Morning (9 a.m.-11 a.m.) class	40 35.7	27 24.1	27 24.1	18 16.1
Early afternoon (1 p.m.-3 p.m.) class	34 30.4	35 31.3	24 21.4	19 17.0
Late afternoon (3 p.m.-5 p.m.) class	12 10.7	40 35.7	40 35.7	20 17.9
Early evening (6 p.m.-8 p.m.) class	35 31.3	29 25.9	29 25.9	19 17.0
Saturday morning (9 a.m.-12 noon) class	17 15.2	30 26.8	48 42.9	17 15.2
Days				
One session per week	63 56.3	37 33.0	1 .9	11 9.8
Two sessions per week	34 30.4	53 47.3	7 6.3	18 16.1
Independent study combined with seminar every Saturday	22 19.6	27 24.1	46 41.1	17 15.2
Independent study combined with a one-week seminar at the beginning and end of each term	30 26.8	39 34.8	24 21.4	19 17.0
Independent study combined with a seminar one day every week of the term	25 22.3	46 41.1	19 17.0	22 19.6

Table 20. - Continued

Preference for Mode of Instruction

Mode of Instruction	Choice				
	First	Second	Third	Fourth	No Response
Lecture-discussion	57 50.9	32 28.6	15 13.4	6 5.4	2 1.8
Seminar	30 26.8	56 50.0	14 12.5	5 4.5	7 6.3
Independent study with intensive seminars	19 17.0	11 9.8	52 46.4	21 18.8	9 8.0
TV Instruction	4 3.6	6 5.4	21 18.8	71 63.4	10 8.9

Table 21. Characteristics Of Administrators Presently Enrolled In Credit Courses (n=16)

	Frequency	Percent
Position		
Executive Director	0	0.0
Administrator	15	93.8
Co-Administrator	0	0.0
Associate Administrator	0	0.0
Assistant Administrator	1	6.3
Facility Type		
Proprietary	8	50.0
Not-For-Profit	8	50.0
Government	0	0.0
Facility Kind		
Skilled Nursing Care	6	37.5
Skilled Nursing and Intermediate Care	3	18.8
Skilled Nursing and Combination of Others	3	18.8
Intermediate Care	4	25.0
Extended Care	0	0.0
Residential Care	0	0.0
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	3	18.8
26- 50 Beds	2	12.5
51-100 Beds	9	56.3
101-150 Beds	2	12.5
151-200 Beds	0	0.0
Over 200 Beds	0	0.0
Expected Change In Size		
1-25 Bed Increase	1	6.3
1-25 Bed Decrease	1	6.3
26-50 Increase	0	0.0
26-50 Decrease	0	0.0
Over 50 Bed Increase	1	6.3
Over 50 Bed Decrease	0	0.0
No Change Expected	9	56.3

......More

Table 21. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	0	0.0
31-40 Years	1	6.3
41-50 Years	4	25.0
Over 50 Years	11	68.8
Sex		
Male	7	43.8
Female	9	56.3
NHA License Status		
Hold NHA	15	93.8
Hold Temporary NHA	0	0.0
Desire To Apply	1	6.3
Not Interested	0	0.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	5	37.5
High School Diploma Plus Nursing Diploma	2	12.5
High School Diploma Plus Vocational School Diploma	0	0.0
Some College Credits	5	31.3
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	2	12.5
Bachelor's Degree Plus Post-Baccalaureate Credits	1	6.3
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	0	0.0
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	1	6.3
Northeast	1	6.3
Central	10	62.5
Southeast	4	25.0

Table 22. Characteristics Of Administrators Interested In Non-Credit Couses (n=178)

	Frequency	Percent
Position		
Executive Director	7	3.9
Administrator	141	79.2
Co-Administrator	2	1.1
Associate Administrator	10	5.6
Assistant Administrator	18	10.1
Facility Type		
Proprietary	70	39.3
Not-For-Profit	82	46.1
Government	25	14.0
Facility Kind		
Skilled Nursing Care	82	46.1
Skilled Nursing and Intermediate Care	42	23.6
Skilled Nursing and Combination of Others	27	19.1
Intermediate Care	11	6.2
Extended Care	8	4.5
Residential Care	8	4.5
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	19	10.7
26- 50 Beds	31	17.4
51-100 Beds	62	34.8
101-150 Beds	32	18.0
151-200 Beds	15	8.4
Over 200 Beds	19	10.7
Expected Change In Size		
1-25 Bed Increase	21	11.8
1-25 Bed Decrease	4	2.2
26-50 Increase	13	7.3
26-50 Decrease	2	1.1
Over 50 Bed Increase	28	15.7
Over 50 Bed Decrease	7	3.9
No Change Expected	95	53.4

......More

Table 22. - Continued

	Frequency	Percent
Age		
Under 20 Years	0	0.0
21-30 Years	5	2.8
31-40 Years	19	10.7
41-50 Years	54	30.3
Over 50 Years	100	56.2
Sex		
Male	99	55.6
Female	79	44.4
NHA License Status		
Hold NHA	149	83.7
Hold Temporary NHA	12	6.7
Desire To Apply	11	6.2
Not Interested	4	2.2
Education		
Less Than High School Diploma or Equivalent	3	1.7
High School Diploma or GED	41	23.0
High School Diploma Plus Nursing Diploma	22	12.4
High School Diploma Plus Vocational School Diploma	9	5.1
Some College Credits	29	16.3
Associate Degree	4	2.2
Terminal Associate Degree	0	0.0
Bachelor's Degree	14	7.9
Bachelor's Degree Plus Post-Baccalaureate Credits	20	11.2
Master's Degree	17	9.6
Master's Degree Plus Post-Master's Credits	13	7.3
More Than One Master's Degree	3	1.7
M. D. Degree	3	1.7
Region		
Western	65	36.5
Northeast	25	14.0
Central	41	23.0
Southeast	47	26.4

Table 23. Characteristics Of Non-Administrators Interested In Non-Credit Courses (n=22)

	Frequency	Percent
Position		
Director of Nursing	13	59.1
Charge Nurse	0	0.0
Business Manager	1	4.5
Other	8	36.4
Facility Type		
Proprietary	9	40.9
Not-For-Profit	11	50.0
Government	2	9.1
Facility Kind		
Skilled Nursing Care	7	31.8
Skilled Nursing and Intermediate Care	9	40.9
Skilled Nursing and Combination of Others	2	9.0
Intermediate Care	1	4.5
Extended Care	0	0.0
Residential Care	3	13.5
Personal Care	0	0.0
Present Facility Size		
1- 25 Beds	2	9.1
26- 50 Beds	4	18.2
51-100 Beds	1	4.5
101-150 Beds	9	40.9
151-200 Beds	4	18.2
Over 200 Beds	2	9.1
Expected Change In Size		
1-25 Bed Increase	0	0.0
1-25 Bed Decrease	0	0.0
26-50 Increase	2	9.1
26-50 Decrease	2	9.1
Over 50 Bed Increase	1	4.5
Over 50 Bed Decrease	3	13.6
No Change Expected	14	63.6

......More

Table 23. - Continued

	Frequency	Percent
Age		
Under 20 Years	1	4.5
21-30 Years	2	9.1
31-40 Years	4	18.2
41-50 Years	7	31.8
Over 50 Years	8	36.4
Sex		
Male	4	18.2
Female	18	81.8
NHA License Status		
Hold NHA	4	18.2
Hold Temporary NHA	2	9.1
Desire To Apply	5	22.7
Not Interested	11	50.0
Education		
Less Than High School Diploma or Equivalent	0	0.0
High School Diploma or GED	1	4.5
High School Diploma Plus Nursing Diploma	12	54.5
High School Diploma Plus Vocational School Diploma	1	4.5
Some College Credits	1	4.5
Associate Degree	0	0.0
Terminal Associate Degree	0	0.0
Bachelor's Degree	2	9.1
Bachelor's Degree Plus Post-Baccalaureate Credits	2	9.1
Master's Degree	0	0.0
Master's Degree Plus Post-Master's Credits	3	13.6
More Than One Master's Degree	0	0.0
M. D. Degree	0	0.0
Region		
Western	14	63.6
Northeast	2	9.1
Central	1	4.5
Southeast	5	22.7

Table 24. Program Format Preferences Of Respondents Interested In Non-Credit Courses (n=201)

Preference For Format of Program *

Format	Choice			
	Preferable	Acceptable but not Preferable	Unacceptable	No Response
Formal class presentation	85 42.3	71 35.3	21 10.4	24 11.9
Forums	33 16.4	119 59.2	26 12.9	23 11.4
Panel Presentation	59 29.4	93 46.3	28 13.9	21 10.5
Lecture series	97 48.3	81 40.3	14 7.0	9 4.5

Preference For Time Schedule

Hours	Preference			
	Preferable	Acceptable but not Preferable	Unacceptable	No Response
Morning (9 a.m.-12 noon)	64 31.8	90 44.8	26 12.9	21 10.5
Afternoon (1 p.m.-4 p.m.)	45 22.4	111 55.2	24 11.9	21 10.5
Evening (5 p.m.-8 p.m.)	16 8.0	48 23.9	109 54.2	28 13.9
All day (9 a.m.-4 p.m.)	157 78.1	23 11.4	11 5.5	10 5.0
All day (1 p.m.-8 p.m.)	20 10.0	61 30.3	92 45.8	28 13.9
Saturday (9 a.m.-12 noon)	16 8.0	47 23.4	112 55.7	26 12.9

* For this crosstabulation and those that follow, the first number in each cell is the frequency; the second number is the row percent for that cell.

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Table 24. - Continued

Days	Preference Preferable	 Acceptable but not Preferable	 Unacceptable	 No Response
1 day (6 hours)	103 51.2	61 30.3	16 8.0	21 10.4
1½ days (10 hours)	26 12.9	115 57.2	29 14.4	31 15.4
2 days (12 hours)	79 39.3	81 40.3	19 9.5	22 11.0
2-2½ days (15 hours)	11 5.5	103 51.2	55 27.4	31 15.4
3 days (18 hours)	43 21.4	75 37.3	57 28.4	26 12.9
1 day per week for 4-6 weeks (12-18 hours)	48 23.9	50 24.9	80 39.8	23 11.4
1 day per week for 6-8 weeks (18-24 hours)	38 18.9	51 25.4	87 43.3	25 12.4

Preference For Mode Of Instruction

Mode Of Instruction	Choice First	 Second	 Third	 Fourth	 Fifth	 No Respo
Lecture-Discussion	119 59.2	30 14.9	39 19.4	6 3.0	5 2.5	2 1.0
Seminar	46 22.9	103 51.2	34 16.9	5 2.5	7 3.5	6 3.0
Small group work	40 19.9	41 20.4	94 46.8	14 7.0	4 2.0	8 4.0
Self Instructional programs	7 3.5	9 4.5	15 7.5	98 48.8	62 30.8	10 5.0
Television instruction	0 0.0	10 5.0	9 4.5	53 26.4	119 59.2	10 5.0

Table 25. Environmental Characteristics of Potential Baccalaucreate Degree Students (n=140)

Position By Educational Interest *

Position	Educational Interest's		
	Bachelor's	Credit Courses	Row Total
No Response	0 0.0 0.0	1 100.1 1.3	1 0.7
Administrator	45 43.7 71.4	58 56.3 75.3	103 73.6
Associate Administrator	0 0.0 0.0	2 100.0 2.6	2 1.4
Assistant Administrator	3 37.5 4.8	5 62.5 6.5	8 5.7
Co-Administrator	2 33.3 3.2	4 66.7 5.2	6 4.3
Executive Director	1 25.0 1.6	3 75.0 3.9	4 2.9
Director of Nursing Service	8 72.7 12.7	3 27.3 3.9	11 7.9
Charge Nurses	1 50.0 1.6	1 50.0 1.3	2 1.4
Business Manager	1 100.0 1.6	0 0.0 0.0	1 0.7
Other	2 100.0 3.2	0 0.0 0.0	2 1.4
Column Total	63 45.0	77 55.0	140 100.0

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* For this crosstabulation and those that follow, the first number in each cell is the frequency; the second number is the row percent for that cell; and the third number is the column percent for that cell.

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Table 25. - Continued

Facility Type By Educational Interest

Facility Type	Educational Interest		
	Bachelor's	Credit Courses	Row Total
	0	1	1
	0.0	100.0	0.7
No Response	0.0	1.3	
	36	49	85
	42.4	57.6	60.7
Proprietary	57.1	63.6	
	20	20	40
	50.0	50.0	28.6
Not-For-Profit	31.7	26.0	
	7	7	14
	50.0	50.0	10.0
Government	11.1	9.1	
	63	77	140
Column Total	45.0	55.0	100.0

Ownership By Educational Interest

Ownership	Educational Interest		
	Bachelor's	Credit Courses	Row Total
	25	50	75
	33.3	66.7	53.6
No Response	39.7	64.9	
	8	5	13
	61.5	38.5	9.3
Owner	12.7	6.5	
	30	22	52
	57.7	42.3	37.1
Employer	47.6	28.6	
	63	77	140
Column Total	45.0	55.0	100.0

Table 25. - Continued

Facility Kind By Educational Interests

	Educational Interest		
Facility Kind	Bachelor's	Credit Courses	Row Total
Skilled Nursing Care	37 42.5 58.7	50 57.5 64.9	87 62.1
Skilled Nursing Intermediate Care	10 40.0 15.9	15 60.0 19.5	25 17.9
Skilled Nursing and Combination Of Others	3 37.5 4.8	5 62.5 6.5	8 5.7
Intermediate Care	7 63.6 11.1	4 36.4 5.2	11 7.9
Extended Care	5 71.4 7.9	2 28.6 2.6	7 5.0
Residential Care	1 50.0 1.6	1 50.0 1.3	2 1.4
Column Total	63 45.0	77 55.0	140 100.0

Table 25. - Continued

Present Facility Size By Educational Interest

Present Facility Size	Bachelor's	Credit Courses	Row Total
Under 25 Beds	11 52.4 17.5	10 47.6 13.0	21 15.0
26-50 Beds	22 53.7 34.9	19 46.3 24.7	41 29.3
51-100 Beds	13 33.3 20.6	26 66.7 33.8	39 27.9
101-150 Beds	10 55.6 15.9	8 44.4 10.4	18 12.9
151-200 Beds	2 25.0 3.2	6 75.0 7.8	8 5.7
200 Plus Beds	5 38.5 7.9	8 61.5 10.4	13 9.3
Column Total	63 45.0	77 55.0	140 100.0

Table 25. - Continued

Expected Change In Size By Educational Interest

	Educational Interest		
Expected Change In Size	Bachelor's	Credit Courses	Row Total
No Response	1 14.3 1.6	6 85.7 7.8	7 5.0
1-25 Bed Increase	5 45.5 7.9	6 54.5 7.8	11 7.9
1-25 Bed Decrease	1 100.0 1.6	0 0.0 0.0	1 0.7
26-50 Bed Increase	6 50.0 9.5	6 50.0 7.8	12 8.6
26-50 Bed Decrease	3 60.0 4.8	2 40.0 2.6	5 3.6
Over 50 Bed Increase	13 52.0 20.6	12 48.0 15.6	25 17.9
Over 50 Bed Decrease	1 33.3 1.6	2 66.7 2.6	3 2.1
No Change Expected	33 43.4 52.4	43 56.6 55.8	76 54.3
Column Total	63 45.0	77 55.0	140 100.0

Table 26. Personal and Professional Characteristics Of Potential Baccalaucreate Degree Students
(n=140)

Age By Educational Interest *

	Educational Interest		
Age	Bachelor's	Credit Courses	Row Total
No Response	0 0.0 0.0	1 100.0 1.3	1 0.7
21-30	7 77.8 11.1	2 22.2 2.6	9 6.4
31-40	19 54.3 30.2	16 45.7 20.8	35 25.0
41-50	24 48.0 38.1	26 52.0 33.8	50 35.7
Over 50	13 28.9 20.6	32 71.1 41.6	45 32.1
Column Total	63 45.0	77 55.0	140 100.0

Sex By Educational Interest

	Educational Interest		
Sex	Bachelor's	Credit Courses	Row Total
Male	21 40.4 33.3	31 59.6 40.3	52 37.1
Female	42 47.7 66.7	46 52.3 59.7	88 62.9
Column Total	63 45.0	77 55.0	140 100.0

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* For this crosstabulation and those that follow the first number in each cell is the frequency; the second number is the row percent; and the third number is the column percent for that cell.

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Table 26. - Continued

Age By Sex

Age	Sex Male	 Female	 Row Total
No Response	1 100.0 1.9	0 0.0 0.0	1 0.7
21-30 Years	4 44.4 7.7	5 55.6 5.7	9 6.4
31-40 Years	15 42.9 28.8	20 57.1 22.7	35 25.0
41-50 Years	16 32.0 30.8	34 68.0 38.6	50 35.7
Over 50 Years	15 33.3 93.8	29 64.4 33.0	45 32.1
Column Total	52 37.1	88 62.9	140 100.0

License By Educational Interest

NHA License Status	Educational Interest Bachelor's	 Credit Courses	 Row Total
Hold NHA	48 43.6 76.2	62 56.4 80.5	110 78.6
Hold Temporary NHA	3 33.3 4.8	6 66.7 7.8	9 6.4
Desire To Apply	11 61.1 17.5	7 38.9 9.1	18 12.9
No Interest	1 33.3 1.6	2 66.7 2.6	3 2.1
Column Total	63 45.0	77 55.0	140 100.0

Table 26. - Continued

Age By License By Sex

Male

NHA License Status	Age: No Response	21-30	31-40	41-50	Over 50	Row Total
Hold NHA License	1 2.2 100.0	4 8.9 100.0	13 28.9 86.7	12 26.7 75.0	15 33.3 83.8	45 86.5
Hold Temporary License	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	2 66.7 12.5	1 33.3 6.3	3 5.8
Desire To Apply	0 0.0 0.0	0 0.0 0.0	2 50.0 13.3	2 50.0 12.5	0 0.0 0.0	4 7.7
Column Total	1 1.9	4 7.7	15 28.8	16 30.8	16 30.8	52 100.0

Female

NHA License Status	Age: 21-30	31-40	41-50	Over 50	Row Total
Hold NHA License	0 0.0 0.0	15 23.1 75.0	26 40.0 76.5	24 36.9 82.8	65 73.9
Hold Temporary License	1 16.7 20.0	2 33.3 10.0	1 16.7 2.9	2 33.3 6.9	6 6.8
Desire To Apply	3 21.4 60.0	3 21.4 15.0	5 35.7 14.7	3 21.4 10.3	14 15.9
No Interest	1 33.3 20.0	0 0.0 0.0	2 66.7 5.9	0 0.0 0.0	3 3.4
Column Total	5 5.7	20 22.7	34 38.6	29 33.0	88 100.0

Table 26. - Continued

Length of Experience In Present Position By Educational Interest

Length Of Experience On Present Position	Educational Interest: Bachelor's	Educational Interest: Credit Courses	Row Total
No Response	25 33.3 39.7	50 66.7 64.9	75 53.6
1-5 Years	21 65.6 33.3	11 34.4 14.3	32 22.9
6-10 Years	10 66.7 15.9	5 33.3 6.5	15 10.7
11-15 Years	4 44.4 6.3	5 55.6 6.5	9 6.4
16-20 Years	3 50.0 4.8	3 50.0 3.9	6 4.3
Over 25 Years	0 0.0 0.0	3 100.0 3.9	3 2.1
Column Total	63 45.0	77 55.0	140 100.0

Table 26. - Continued

Length Of Experience In Health Field By Educational Interest

	Educational Interest		
Length of Experience In Health Field	Bachelor's	Credit Courses	Row Total
No Response	25 33.3 39.7	50 66.7 64.9	75 53.6
1-5 Years	10 76.9 15.9	3 23.1 3.9	13 9.3
6-10 Years	9 60.0 14.3	6 40.0 7.8	15 10.7
11-15 Years	10 58.8 15.9	7 41.2 9.1	17 12.1
16-20 Years	6 50.0 9.5	6 50.0 7.8	12 8.6
21-25 Years	1 100.0 1.6	0 0.0 0.0	1 0.7
Over 25 Years	2 28.6 3.2	5 71.4 6.5	7 5.0
Column Total	63 45.0	77 55.0	140 100.0

Table 26. - Continued

Education By Educational Interest

Education	Educational Interest		
	Bachelor's	Credit Courses	Row Total
High School or GED Diploma	9 22.0 14.3	32 78.0 41.6	41 29.3
High School Plus Nursing Diploma	21 50.0 33.3	21 50.0 27.3	42 30.0
High School And Vocational Diploma	8 66.7 12.7	4 33.3 5.2	12 8.6
Some College Credits	17 47.2 27.0	19 52.8 24.7	36 25.7
Associate Degree	7 87.5 11.1	1 12.5 1.3	8 5.7
Master's Degree	1 100.0 1.6	0 0.0 0.0	1 0.7
Column Total	63 45.0	77 55.0	140 100.0

Table 26. - Continued

Education By Sex

Educational Interest

Education	Sex Male	 Female	Row Total
High School Or GED Diploma	19 46.3 36.5	22 53.7 25.0	41 29.3
High School Plus Nursing Diploma	3 7.1 5.8	39 92.9 44.3	42 30.0
High School and Vocational Diploma	4 33.3 7.7	8 66.7 9.1	12 8.6
Some College Credits	24 66.7 46.2	12 33.3 13.6	36 25.7
Associate Degree	2 25.0 3.8	6 75.0 6.8	8 5.7
Master's Degree	0 0.0 0.0	1 100.0 1.1	1 0.7
Column Total	52 37.1	88 62.9	140 100.0

Table 26. - Continued

Education By Facility Kind

	Facility Kind				
Education	No Response	Proprietary	Not-for-Profit	Government	Row Total
High School Or GED Diploma	1 2.4 100.0	25 61.0 29.4	11 26.8 27.5	4 9.8 28.6	41 29.3
High School Plus Nursing Diploma	0 0.0 0.0	27 64.3 31.8	10 23.8 25.0	5 11.9 35.7	42 30.0
High School And Vocational Diploma	0 0.0 0.0	4 33.3 4.7	7 58.3 17.5	1 8.3 7.1	12 8.6
Some College Credits	0 0.0 0.0	24 66.7 28.2	8 22.2 20.0	4 11.1 28.6	36 25.7
Associate Degree	0 0.0 0.0	4 50.0 4.7	4 50.0 10.0	0 0.0 0.0	8 5.7
Master's Degree	0 0.0 0.0	1 100.0 1.2	0 0.0 0.0	0 0.0 0.0	1 0.7
Column Total	1 0.7	85 60.7	40 28.6	14 10.0	140 100.0

Region By Educational Interest

	Educational Interest		
Region	Bachelor's	Credit Courses	Row Total
Western	26 55.3 41.3	21 44.7 27.3	47 33.6
Northeast	11 57.9 17.5	8 42.1 10.4	19 13.6
Central	6 20.7 9.5	23 79.3 29.9	29 20.7
Southeast	20 44.4 31.7	25 55.6 32.5	45 32.1
Column Total	63 45.0	77 55.0	140 100.0

Table 27.

Environmental Characteristics Of
Potential Master's Students
(n=96)

Position By Education Interest *

Position	Educational Interest Master's	 Credit Courses	Row Tota
Administrator	35 59.3 61.4	24 40.7 61.5	59 61.5
Associate Administrator	0 0.0 0.0	3 100.0 7.7	3 3.1
Assistant Administrator	6 60.0 10.5	4 40.0 10.3	10 10.4
Co-Administrator	1 50.0 1.8	1 50.0 2.6	2 2.1
Executive Director	3 50.0 5.3	3 50.0 7.7	6 6.3
Director Of Nursing Services	8 88.9 14.0	1 11.1 2.6	9 9.4
Other	4 57.1 7.0	3 42.9 7.7	7 7.3
Column Total	57 59.4	39 40.6	96 100.0

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* For this crosstabulation and those that follow the first number in each cell is the frequency; the second number is the row percent for that cell; and the third number is the column percent for that cell.

Table 27. - Continued

Facility Type By Educational Interest

	Educational Interest		
Facility Type	Master's	Credit Courses	Row Total
Proprietary	25	14	39
	64.1	35.9	40.6
	43.9	35.9	
Not-For-Profit	23	18	41
	56.1	43.9	42.7
	40.4	46.2	
Government	9	7	16
	56.3	43.8	16.7
	15.8	17.9	
Column Total	57	39	96
	59.4	40.6	100.0

Ownership By Educational Interest

	Educational Interest		
Ownership	Master's	Credit Courses	Row Total
No Response	28	18	46
	60.9	39.1	47.9
	49.1	46.2	
Owner	2	3	5
	40.0	60.0	5.2
	3.5	7.7	
Employer	27	18	45
	60.0	40.0	46.9
	47.4	46.2	
Column Total	57	39	96
	59.4	40.6	100.0

Table 27. - Continued

Facility Kind By Educational Interest

	Educational Interest		
Facility Kind	Master's	Credit Courses	Row Total
Skilled Nursing Care	34 73.9 59.6	12 26.1 30.8	46 47.9
Skilled Nursing And Intermediate Care	17 54.8 29.8	14 45.2 35.9	31 32.3
Skilled Nursing and Combination Of Others	3 33.0 3.1	6 67.0 6.2	9 9.3
Intermediate Care	1 25.0 1.8	3 75.0 7.7	4 4.2
Extended Care	2 50.0 3.5	2 50.0 5.1	4 4.2
Residential Care	0 0.0 0.0	2 100.0 5.1	2 2.1
Column Total	57 59.4	39 40.6	96 100.0

Table 27. - Continued

Present Facility Size By Educational Interest

	Educational Interest		
Size	Master's	Credit Courses	Row Total
Under 25 Beds	1 25.0 1.8	3 75.0 7.7	4 4.2
26-50 Beds	11 52.4 19.3	10 47.6 25.6	21 21.9
51-100 Beds	15 55.6 26.3	12 44.4 30.8	27 28.1
101-150 Beds	16 80.0 28.1	4 20.0 10.3	20 20.8
151-200 Beds	4 100.0 7.0	0 0.0 0.0	4 4.2
200 Beds Plus	10 50.0 17.5	10 50.0 25.6	20 20.8
Column Total	57 59.4	39 40.6	96 100.0

Table 27. - Continued

Expected Change In Size By Educational Interest

	Educational Interest		
Expected Change In Size	Master's	Credit Courses	Row Total
No Response	2 100.0 3.5	0 0.0 0.0	2 2.1
1-25 Bed Increase	6 50.0 10.5	6 50.0 15.4	12 12.5
1-25 Bed Decrease	0 0.0 0.0	1 100.0 2.6	1 1.0
26-50 Bed Increase	6 66.7 10.5	3 33.3 7.7	9 9.4
26-50 Bed Decrease	4 80.0 7.0	1 20.0 2.6	5 5.2
Over 50 Bed Increase	17 81.0 29.8	4 19.0 10.3	21 21.9
Over 50 Bed Decrease	3 60.0 5.3	2 40.0 5.1	5 5.2
No Change Expected	19 46.3 33.3	22 53.7 56.4	41 42.7
Column Total	57 59.4	39 40.6	96 100.0

Table 28. Personal And Professional Characteristics Of Potential Master's Students (n=96)

Age By Educational Interest *

Age	Educational Interest Master's	 Credit Courses	Row Total
Under 20	0 0.0 0.0	1 100.0 2.6	1 1.0
21-30	8 57.1 14.0	6 42.9 15.4	14 14.6
31-40	19 86.4 33.3	3 13.6 7.7	22 22.9
41-50	21 67.7 36.8	10 32.3 25.6	31 32.3
Over 50	9 32.1 15.8	19 67.9 48.7	28 29.2
Column Total	57 59.4	39 40.6	96 100.0

Sex By Educational Interest

Sex	Educational Interest Master's	 Credit Courses	Row Total
Male	40 59.7 70.2	27 40.3 69.2	67 69.8
Female	17 58.6 29.8	12 41.4 30.8	29 30.2
Column Total	57 59.4	39 40.6	96 100.0

* For this crosstabulation and those that follow the first number in each cell is the frequency; the second number is the row percent; and the third number is the column percent for that cell.

Table 28 - Continued

NHA License Status By Educational Interest

NHA License Status	Educational Interest Master's	 Credit Courses	 Row Total
Hold NHA	41 55.4 71.9	33 44.6 84.6	74 77.1
Hold Temporary NHA	3 100.0 5.3	0 0.0 0.0	3 3.1
Desire To Apply	13 76.5 22.8	4 23.5 10.3	17 17.7
No Interest	0 0.0 0.0	2 100.0 5.1	2 2.1
Column Total	57 59.4	39 40.6	96 100.0

Length Of Experience In Present Position By Educational Interest

Length of Experience In Present Position	Educational Interest Master's	 Credit Courses	 Row Tota
No Response	28 60.9 49.1	18 39.1 46.2	46 47.9
1-5 Years	17 63.0 29.8	10 37.0 25.6	27 28.1
6-10 Years	7 53.8 12.3	6 46.2 15.4	13 13.5
11-15 Years	4 57.1 7.0	3 42.9 7.7	7 7.3
16-20 Years	0 0.0 0.0	2 100.0 5.1	2 2.1
21-25 Years	1 100.0 1.8	0 0.0 0.0	1 1.0
Column Total	57 59.4	39 40.6	96 100.0

Table 28 - Continued

Length Of Experience In Health Field By Educational Interest

Length of Experience In Health Field	Educational Interest Master's	 Credit Courses	Row Total
No Response	28	21	49
	57.1	42.9	51.0
	49.1	53.8	
1-5 Years	5	6	11
	45.5	54.5	11.5
	8.8	15.4	
6-10 Years	7	3	10
	70.0	30.0	10.4
	12.3	7.7	
11-15 Years	9	4	13
	69.2	30.8	13.5
	15.8	10.3	
16-20 Years	1	4	5
	20.0	80.0	5.2
	1.8	10.3	
21-25 Years	5	0	5
	100.0	0.0	5.2
	8.8	0.0	
Over 25 Years	2	1	3
	66.7	33.3	3.1
	3.5	2.6	
	57	39	96
Column Total	59.4	40.6	100.0

Table 28. - Continued

Education By Educational Interest

	Educational Interest		
Education	Master's	Credit Courses	Row Total
High School Plus Nursing Diploma	1 100.0 1.8	0 0.0 0.0	1 1.0
Bachelor's Degree	22 55.0 38.6	18 45.0 46.2	40 41.7
Bachelor's Degree Plus	29 76.3 50.9	9 23.7 23.1	38 39.6
Master's Degree	4 36.4 7.0	7 63.6 17.9	11 11.5
Master's Degree Plus	1 20.0 1.8	4 80.0 10.3	5 5.2
Two Or More Master's	0 0.0 0.0	1 100.0 2.6	1 1.0
Column Total	57 59.4	39 40.6	96 100.0

Region By Educational Interest

	Educational Interest		
Region	Master's	Credit Courses	Row Tota
Western	28 65.1 49.1	15 34.9 38.5	43 44.8
Northeast	5 31.3 8.7	9 66.7 23.1	16 15.6
Central	5 62.3 8.7	3 37.7 7.7	8 7.3
Southeast	19 61.3 33.3	12 38.7 30.8	31 32.3
Column Total	57 59.4	39 40.6	96 100.0

APPENDIX C

Majors In Degree Programs Of Administrator Students Of Long Term Care Education Unit

MAJORS IN DEGREE PROGRAMS OF ADMINISTRATOR STUDENTS OF LONG TERM CARE EDUCATION UNIT

	Frequency
ASSOCIATE DEGREES	
Business	3
Nursing	3
BACHELOR'S DEGREES	
Business	7
Education	2
Arts	2
Science	6
Divinity	1
Nursing	1
Other	1
BACHELOR'S PLUS	
Business	5
Education	6
Arts	3
Science	5
Divinity	4
Nursing	6
MASTER'S	
Business Administration	1
Education	1
Arts	1
Science	1
Divinity	4
Hospital or Nursing Administration	2
MASTER'S PLUS	
Business Administration	1
Education	2
Arts	2
Divinity	3
MORE THAN ONE MASTER	
Master of Divinity and Master of Education	1

SUMMARY OF MAJORS

Business	17
Divinity	13
Science	12
Education	12
Nursing	10
Arts	8

SPECIAL NOTES OF INTEREST

Students Classified as Having a High School Diploma or GED

Examination of student files showed that two of these students had taken coursework from Business schools and one had indicated a degree in retail training.

Students Classified as Having a High School Diploma Plus a Nursing School Diploma

One student who classified himself in this category also had received a diploma in Finance through a correspondence course.

Students Classified as Having a High School Diploma Plus A Vocational School Diploma

Four students specifically indicated their vocational school diploma was in Business.

Students Classified as Having Some College Credit Courses

Of the 44 students listed in the files and choosing this option, 18 indicated the following specific areas of interest.

	Frequency
Business	9
Theology	1
Industrial Engineering	1
English, History or French	1
Education	3 (2 were in Nursing Education)
Nursing	2
Two years of study at a Salvation Army College	1

Students Classified as Having an Associate Degree

One student who had an associate degree in Nursing also had a bachelor's in Business Administration.

Students Classified as Having a Bachelor's Degree

One student who had a bachelor's in Business Administration, also had coursework from the College of Textiles and Sciences. Specific areas indicated in the Bachelor of Arts area were English and History. Specific areas indicated in the Bachelor of Science area were Pharmacy, Biology and Psychology. The specific area indicated for the "other" category was a Bachelor's in Hotel Administration.

Students Classified as Having a Bachelor's Degree Plus Post-Baccalaureate Credits

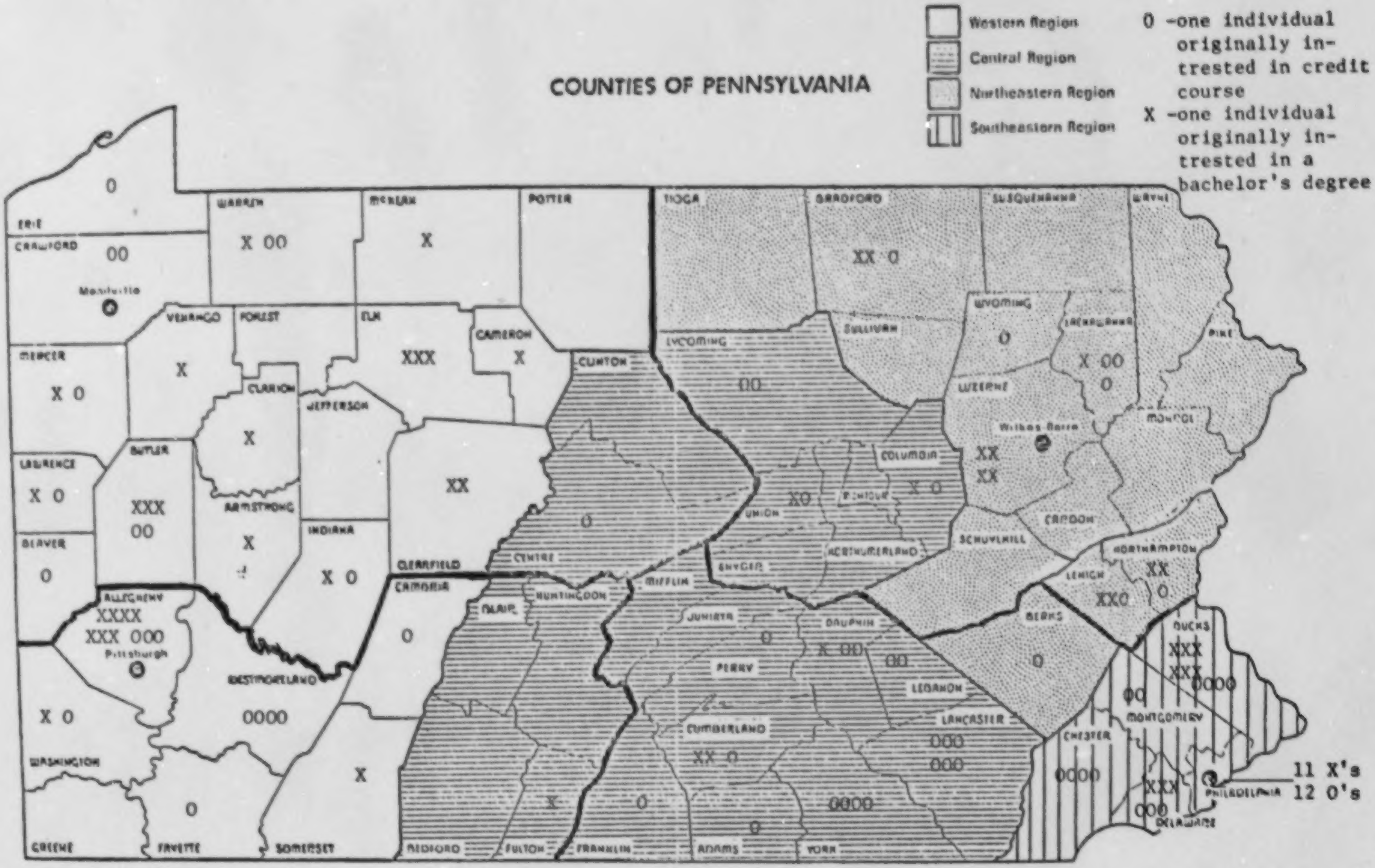
One student who had a Bachelor's in Business also had a Masters in Institutional Administration. All of the students who indicated they had a Bachelor's degree in Education also indicated that it was in Nursing Education. Specific areas indicated under Bachelor of Arts were Political Science and English. Specific areas indicated under Bachelor of Science were Chemistry, Architecture, Engineering, Biology and Psychology. The student with a Bachelor's in Architecture also had a Masters in Thermodynamics.

Students Classified as Having a Master's Degree

A specific area indicated by one student under Master of Arts was Music.

APPENDIX D

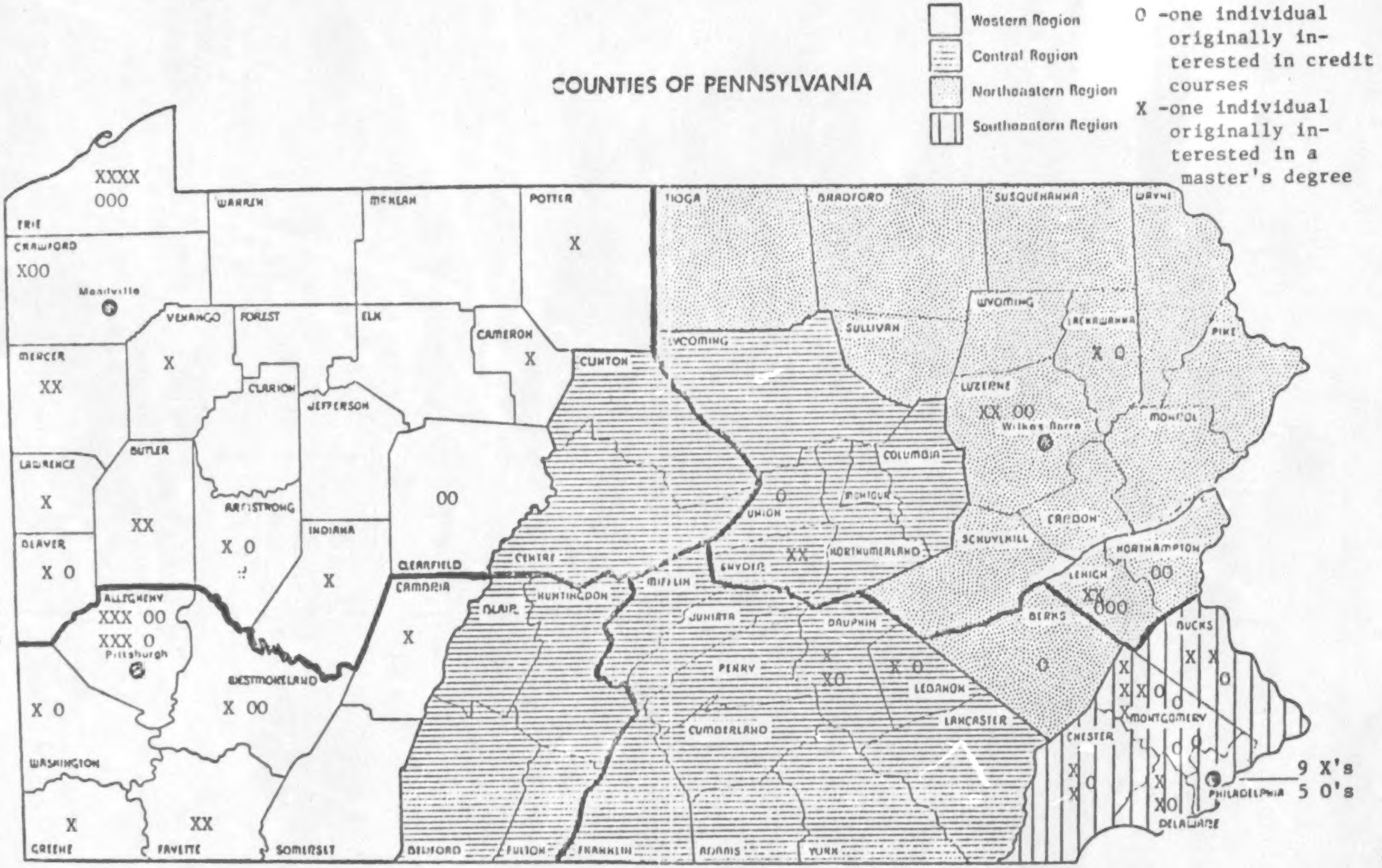
Geographical Location of Potential Students for a Baccalaureate External Degree Program


COUNTIES OF PENNSYLVANIA
Western Region
Central Region
Northeastern Region
Southeastern Region
0 -one individual originally intrested in credit course
X -one individual originally intrested in a bachelor's degree
ERIE
CRAWFORD
Meadville
WARREN
McKEAN
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
MERCER
VENANGO
FOREST
ELK
CAMERON
CLINTON
LYCOMING
SULLIVAN
WYOMING
LACKAWANNA
PIKE
LAWRENCE
BUTLER
CLARION
JEFFERSON
ARMSTRONG
INDIANA
CLEARFIELD
CENTRE
UNION
COLUMBIA
MONTOUR
NORTHUMBERLAND
LUZERNE
Wilkes Barre
MONROE
CARBON
SCHUYLKILL
NORTHAMPTON
LEHIGH
BEAVER
ALLEGHENY
Pittsburgh
WESTMORELAND
CAMBRIA
BLAIR
HUNTINGDON
MIFFLIN
SNYDER
JUNIATA
PERRY
DAUPHIN
LEBANON
BERKS
BUCKS
MONTGOMERY
CHESTER
LANCASTER
CUMBERLAND
PHILADELPHIA
DELAWARE
WASHINGTON
GREENE
FAYETTE
SOMERSET
BEDFORD
FULTON
FRANKLIN
ADAMS
YORK
11 X's
12 O's

Geographical Location Of Potential Students For A Baccalaureate External Degree Program
(X's and O's are not plotted by city. They are plotted by county only.)

APPENDIX E

Geographical Location of Potential Students For A Master's External Degree Program


COUNTIES OF PENNSYLVANIA
Western Region
Central Region
Northeastern Region
Southeastern Region
0 -one individual originally interested in credit courses
X -one individual originally interested in a master's degree
ERIE XXXX 000
CRAWFORD X00
Meadville
WARREN
MCKEAN
POTTER X
VENANGO X
FOREST
ELK
CAMERON X
MERCER XX
CLARION
JEFFERSON
CLEARFIELD 00
LAWRENCE X
BUTLER XX
ARMSTRONG X 0
INDIANA X
BEAVER X 0
ALLEGHENY XXX 00 XXX 0
Pittsburgh
CAMBRIA X
WESTMORELAND X 00
WASHINGTON X 0
GREENE X
FAYETTE XX
SOMERSET
BEDFORD
FULTON
FRANKLIN
ADAMS
YORK
CLINTON
CENTRE
BLAIR
HUNTINGDON
MIFFLIN
JUNIATA
PERRY
CUMBERLAND
DAUPHIN X X0
LEBANON X 0
LANCASTER
UNION 0
SNYDER
NORTHUMBERLAND XX
MONTOUR
COLUMBIA
LYCOMING
TIOGA
BRADFORD
SULLIVAN
SUSQUEHANNA
WYOMING
WAYNE
LACKAWANNA X 0
LUZERNE XX 00
Wilkes Barre
PIKE
MONROE
CARBON
SCHUYLKILL
NORTHAMPTON 00
LEHIGH XX 000
BERKS 0
BUCKS X X 0
MONTGOMERY X X X 0 X 0
CHESTER X X 0
DELAWARE X X0
PHILADELPHIA
9 X's
5 O's

Geographical Location Of Potential Students For a Master's External Degree Program
(X's and O'x are not plotted by city. They are plotted by county only.)